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The Virginia Plan for Higher Education-1981

Institutional Statistical Profile

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

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Introduction

The Council of Higher Education has statutory responsibility to approve any proposed change in the mission statement of a state-supported college or university in Virginia. The Council's responsibility, however, is not limited solely to approving the language by which a mission change is described; it extends to approving the mission change itself.

There are three parts to an institutional statement of mission: a general narrative which includes a statement of purpose, a profile of present activities and characteristics, and a projection of selected activities and characteristics into the future. For inclusion in the *Virginia Plan,* the three parts have been combined into two: a general narrative which includes the projection of future activities and a data profile.

The general narrative section of the following mission statements includes a summary of the institution's history; a statement of institutional purpose; a description of the relative commitments to instruction, research, and public service; and an indication of the ways in which the institution proposes to develop over the next decade.

Through the data profile section of each mission statement, which graphically demonstrates an institution's present activities and characteristics, aspects of the institution's mission are described more precisely. By projecting changes in selected activities and characteristics, the present and future profiles of an institution indicate, insofar as possible, what services it offers, to whom and by whom they are offered, and when and where they are offered. Among the data components which are included in the institutional profiles are the following:

1. enrollments,
2. academic degree programs,
3. physical facilities,
4. degree-granting levels,
5. institutional organization,
6. institutional operating and capital outlay appropriations and expenditures, and
7. sponsored research.

When the Council approves significant changes in any of the data components, it also may be approving changes in institutional mission. The Council also recommends changes in mission when it reviews some institutional activities as part of the biennial budget submission (for example, the review of public service and sponsored research, two activities which are critical parts of the missions of some institutions) or as part of the approval of institutional six-year curricular plans.

The Council recognizes that neither the general narrative nor the present and future profiles can entirely capture the essence of a rich and complex institution such as a college or university. The combination of all of the elements into a single statement of institutional mission, however, describes each Virginia college and university more precisely than earlier planning documents did. Moreover, the descriptions show more clearly and specifically the diversity of Virginia's state-supported system of higher education.

Public Institutions

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Christopher Newport College

Newport News

History and Development of the Institution

In 1960 the General Assembly of Virginia established Christopher Newport College as a non-residential branch college of The College of William and Mary and located it in Newport News. Subsequently, the Board of Visitors of The College of William and Mary authorized the branch institution to offer a lower-level undergraduate liberal arts curriculum through which a student could receive the Associate of Arts degree. From 1961 to 1969, the College matured as a two-year institution, and in 1969 the Board received approval from the General Assembly to broaden the role of the College by adding upper-level bachelor's programs and awarding the Bachelor of Arts and Bachelor of Science degrees. Between 1969 and 1976, the College began several specialized bachelor's degree programs, including the Bachelor of Science in business and administration, the Bachelor of Science in management information science, and the Bachelor of Science in governmental adminstration.

In its 1976 session, the General Assembly of Virginia established Christopher Newport College as a four-year baccalaureate institution independent of The College of William and Mary. The operation of the College was transferred to the Board of Visitors of Christopher Newport College, a 12-member board appointed by the Governor of Virginia on July 1, 1977. Since that date the Board has organized the College into two schools: the School of Liberal Arts, Sciences, and Education; and the School of Business and Economics. The two schools house the College's 30 major fields of study.

In September, 1961, the College first enrolled 171 students at its initial home, the John W. Daniel School, a former public school building in downtown Neport News. In 1963, the City purchased and deeded to the Commonwealth the 75-acre suburban tract where the present campus is located. Over the years the College's student body has grown to 4,100 on a campus which has eight buildings, with two more under construction.

From 1961 to the present, the College has drawn its students primarily from the Virginia Peninsula and the surrounding counties beyond the York and James Rivers. In the recent past, however, the College has also attracted students from Norfolk, Virginia Beach, and Chesapeake. The student body has been, and is, a blend of full- and part-time students, degree and course-seeking students, and permanent as well as transient residents of Tidewater. While the elements of the blend have remained constant, the relative proportions have changed annually. The 1980-81 student profile serves as an example of the mix: 28 percent of the College's students were between the ages of 18 and 21 and were enrolled full-time; 53 percent were part-time; 62 percent were older than 21; and 66 percent of the graduating seniors were transfers, with eight years being the average time required to complete graduation. In short, the College's student body resides in Tidewater and is non-traditional.

Purpose of the Institution

Christopher Newport College is a public, urban, non-residential, coeducational, comprehensive undergraduate college. The College's purpose is "to lead its students toward freedom in thought and action; hence, it is responsible to be an informed transmitter and interpreter of the past and an intelligent developer of the present and future." To these ends, it has organized its programs to affirm the methods, values, and insights of both the traditional liberal arts disciplines and the recent process-centered behavioral, human service, and professional disciplines.

The College believes that it has a special responsibility to develop and to offer academic programs and educational services appropriate to a mobile, urbanized, technological, and business-centered society. These emphases are shown in the College's range of degrees; in its cooperative agreements with area colleges and universities; in its student transfer arrangements with the Virginia Community College System; in its policies governing admission, transfer, and graduation; and in its counseling programs and continuing education activities.

As an undergraduate college located in Tidewater, the College has an additional obligation (1) to extend its resources throughout the region, providing course work at military bases and for interested groups unable to attend on-campus classes and (2) to develop courses and services which turn the best local resources—its museums, research centers, people—into educational advantages for its students.

The Role of Instruction, Research, and Public Service Within the Institution

Christopher Newport College's priorities are, in order, instruction, public service, and research. The College provides classes throughout the year, day, and evening, on weekdays and weekends, on and off-campus, for academic credit or for continuing education units. Public service activities include a monthly business and economic newsletter, a speaker's bureau, several community concert series and theatre productions, a faculty radio forum, community development programs, consulting services, and adult education, recreation, and leisure programs designed by the Office of Continuing Studies. The College's research activities have resulted in the establishment of cooperative relationships with NASA, the Virginia Associated Research Campus, the Mariners Museum, and various social and business agencies in the community. The annual dollar volume of research has varied between $98,000 and $158,000.

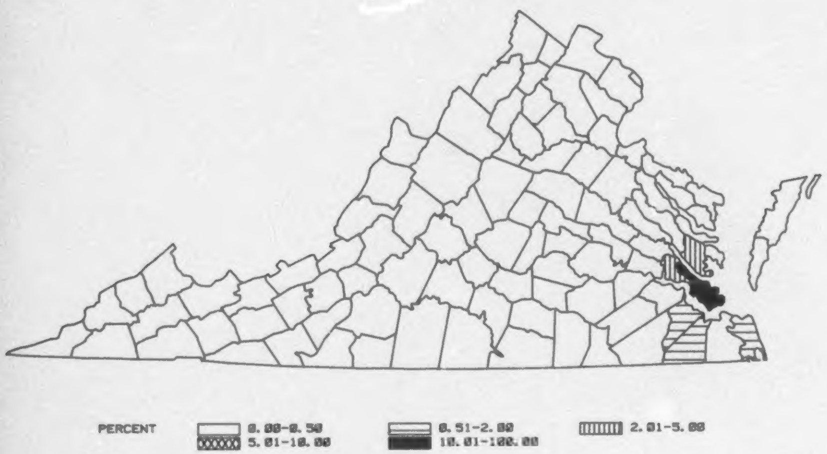
The Institution's Future Directions to 1990

During the next decade the College expects that the student body will exceed 4,823 and that its curriculum will include such new majors as American studies, computer science, music, and physics. It is further expected that the College will continue to evolve as an institution for non-traditional students and as a life-long education center for Tidewater residents. As a part of that expansion, the College expects to develop further its research activities.

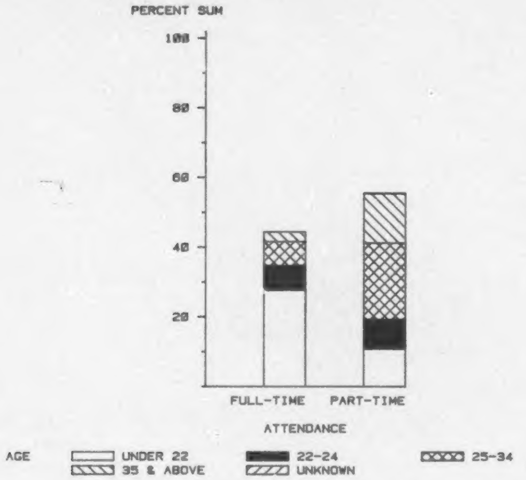
The College believes that the decade will require a building program designed largely to modify existing structures to accommodate expanding and exchanging functions. Accordingly, the College plans additions and/or renovations to Ratcliffe Gymnasium, Smith Library, Gosnold Hall, and Newport Hall. A new structure, a Community Cultural Center, is being discussed as a joint College, City, and citizen project.

Currently under study are two new areas of development which, if implemented, could change the mission of the institution: (1) a dormitory feasibility study and (2) a graduate program feasibility study. If, as a result of the studies, the College decides that it ought to expand its mission, it will seek the appropriate approval during the 1983 session of the General Assembly.

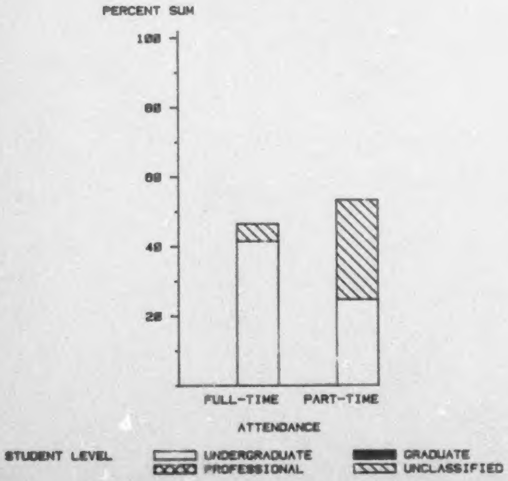
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

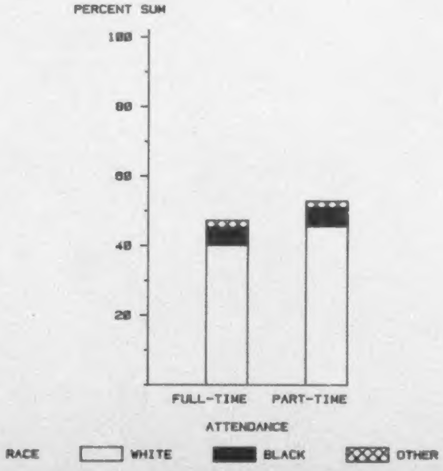
Enrollment by Age
Fall 1979



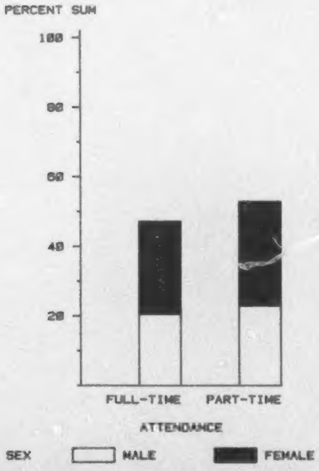
Enrollment by Student Level
Fall 1980



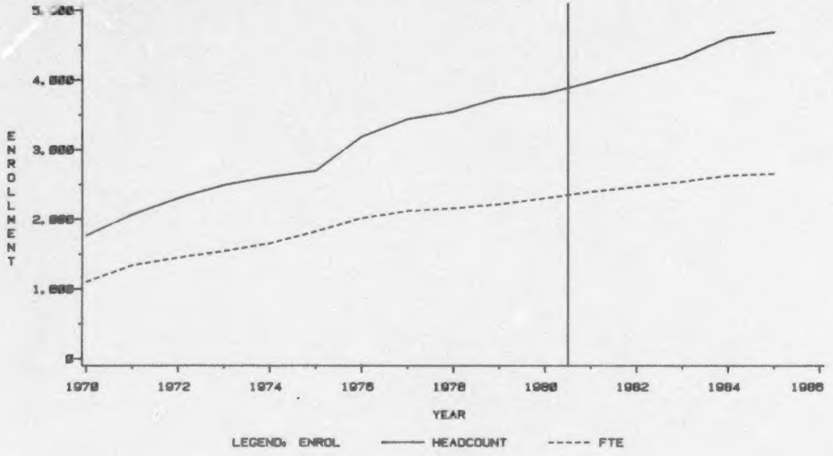
Enrollment by Race
Fall 1980



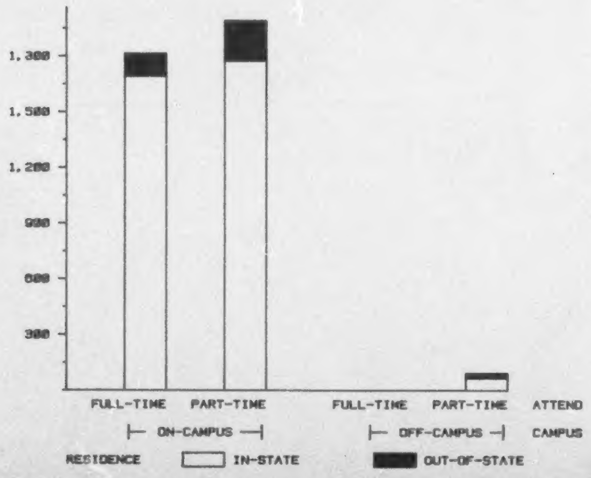
Enrollment by Sex
Fall 1980



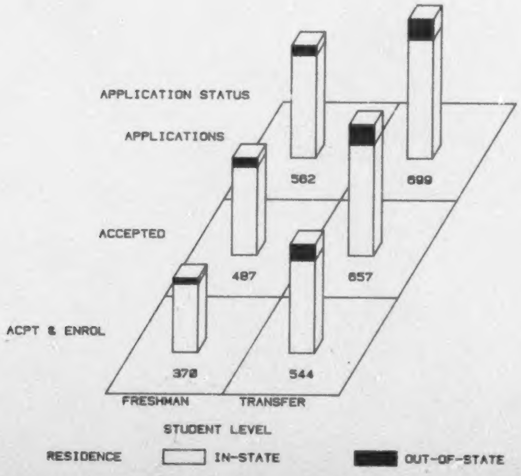
Actual and Projected Enrollment
1970 to 1986



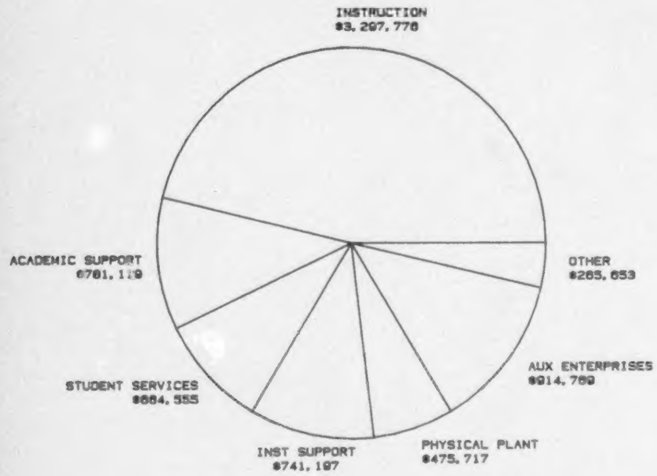
Total Headcount Enrollment
Fall 1980



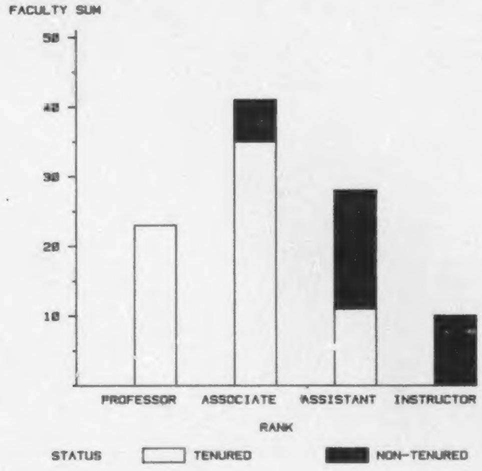
Admission Applications by Level
Fall 1980



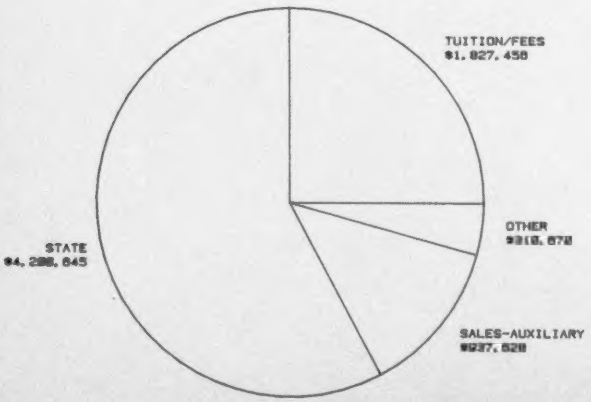
Funds Expenditures
Fiscal Year 1979–80



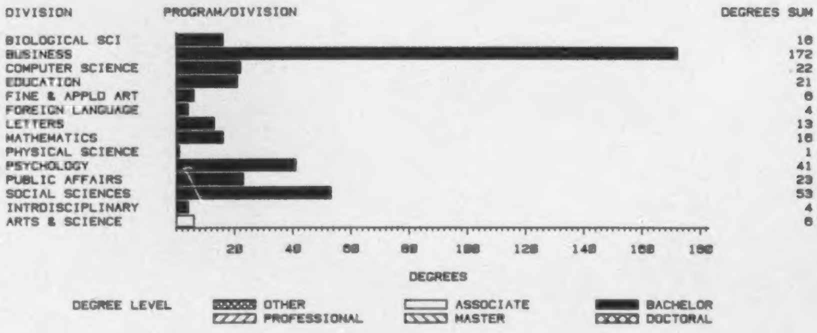
Tenure of Full-Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80

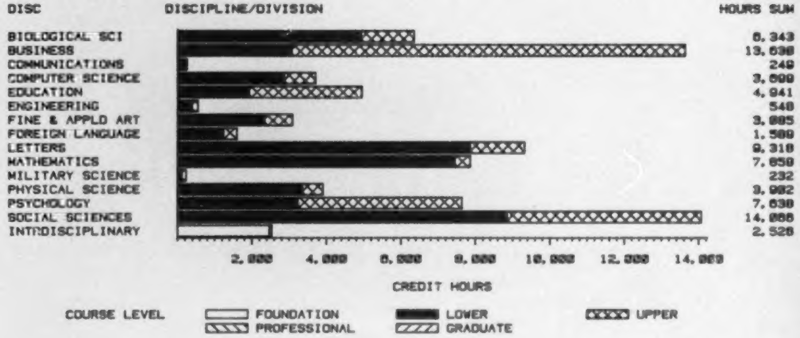


Degrees Conferred
Academic Year 1980–81



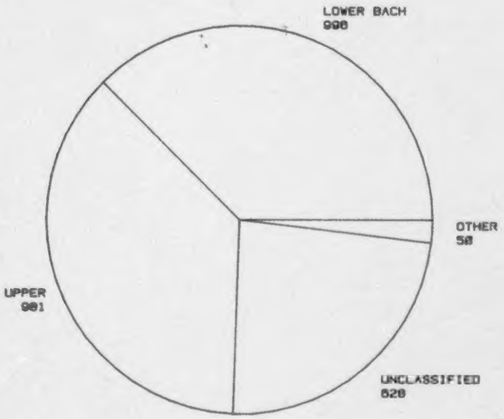
Annual Credit Hours

Academic Year 1980–81



Annual Full-Time-Equivalent Enrollment

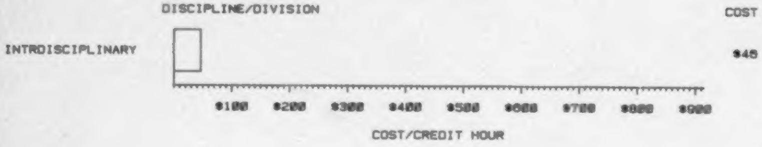
Academic Year 1980–81



Direct Cost per Credit Hour

Academic Year 1978–79

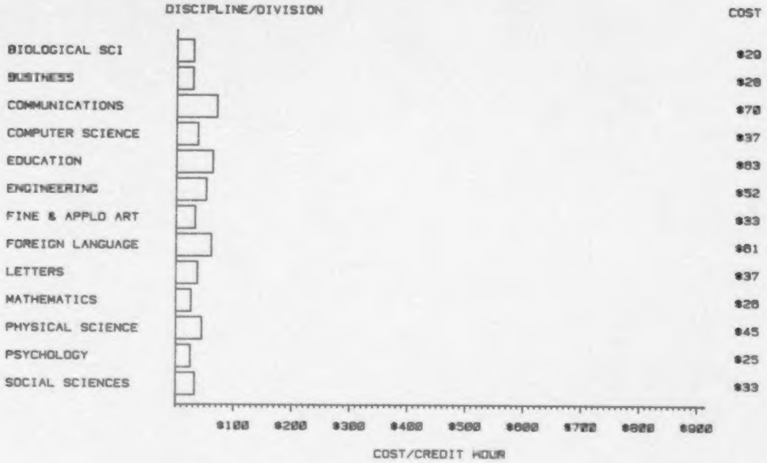
COURSE LEVEL=FOUNDATION



Direct Cost per Credit Hour

Academic Year 1978–79

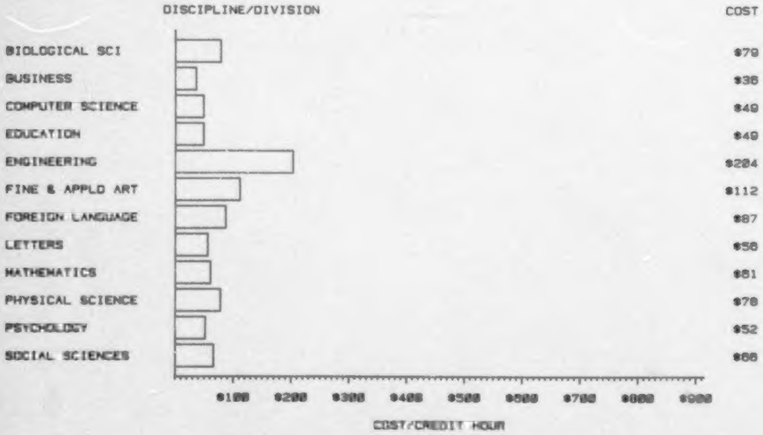
FICE=3706 COURSE LEVEL=LOWER



Direct Cost per Credit Hour

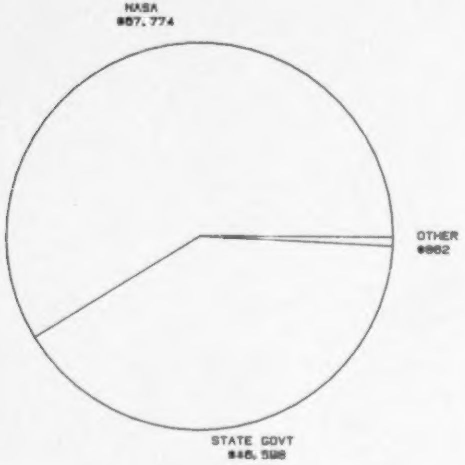
Academic Year 1978–79

COURSE LEVEL=UPPER



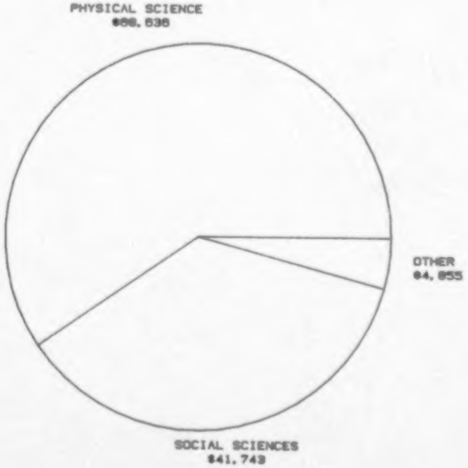
Research Expenditures by Funding Source

Academic Year 1980–81

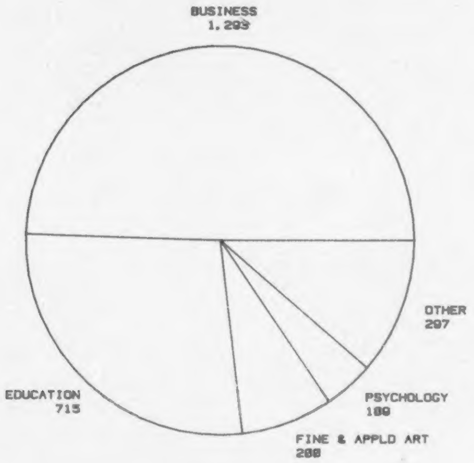


Research Expenditures by Discipline/Division

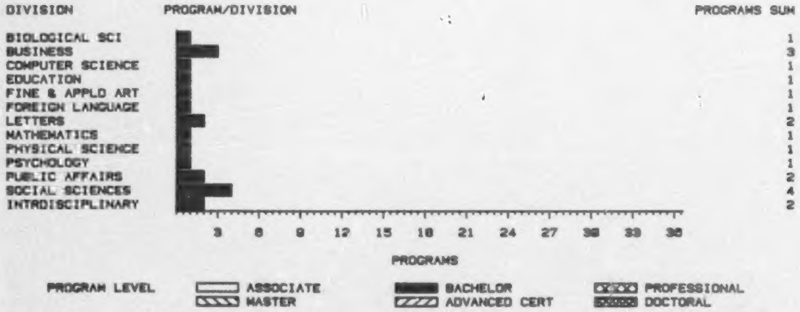
Academic Year 1980–81



Non–Credit Registrants
Academic Year 1979–80



Approved Degree Programs
Academic Year 1981–82



Programs Approved for Initiation
1982–84

BS. IN COMPUTER SCIENCE
BM. IN MUSIC

Clinch Valley College of the University of Virginia

Wise

History and Development of the Institution

Clinch Valley College of the University of Virginia, begun in 1954 as a branch of the University, became a two-year college in 1959 and a four-year college in 1968. The first Bachelor of Arts degrees were awarded in 1970 and the first Bachelor of Science degrees in 1973. In the fall of 1980 the College registered a total of 1,008 students of whom 717 were full-time and 291 were part-time. Of these students, 946 were from Virginia, and 62 were from outside the State. Until the early 1970's the College served primarily commuting students from the local area and had little on-campus housing. In the last few years, increasing numbers of students from outside the area have been attending the College. Concurrently the number of students residing on campus has grown until now one-half of the full-time students live on campus.

The College has four academic divisions: Education and Psychology, Humanities, Mathematics and Sciences, and Professional and Social Sciences. Approximately one-half of the graduates receive certification to teach, and a relatively high percentage of students elect a major in one of the professional areas, particularly in business.

Since its beginning the College has been a part of the University of Virginia. On academic matters, the College reports to the University of Virginia through the provost.

Purpose of the Institution

Clinch Valley College was initially established to provide post-secondary educational opportunities to citizens of far southwestern Virginia. Unlike the situation in some areas of the Commonwealth, the closest senior, state-supported institution is 150 miles away; therefore, Clinch Valley continues to play an important role in providing educational opportunities to its region of the State. The College offers baccalaureate programs in a number of liberal arts areas and also in the professional areas of business, education, and medical technology, all of which have a firm liberal arts basis. A relatively high percentage of the students attending the College come from the counties of Lee, Wise, Scott, Dickenson, Buchanan, Russell, Tazewell, and Washington. However, a number of students also attend from the Norfolk area and the area around the District of Columbia. The College is located on approximately 400 acres of land on the edge of the town of Wise. The College began offering continuing education courses in the fall of 1977. These courses now account for 6 percent of the credit hours in the College.

Since its inception the College has included in its mission a commitment to serve the students from the part of Virginia that lies in the Appalachian Mountains. The programs of the College are comparable to programs in other institutions with similar degrees; however, the programs also recognize and accommodate the cultural characteristics of students from the local area. The College has developed a mining management program to serve the mining industry, which is the primary industry in the service area of the College.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The College's instructional emphasis is to provide its students with a basic liberal education, although in the professional programs the special skills essential to the particular professions are also stressed. The College offers 14 baccalaureate degree programs and three two-year certificate programs.

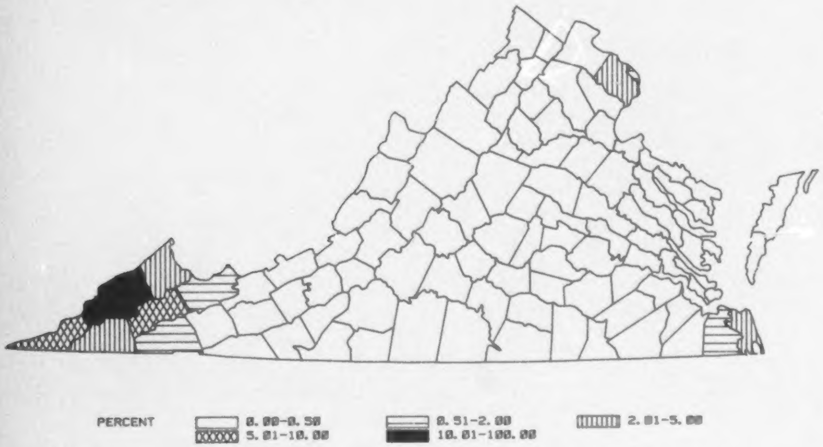
Instruction is the primary mission of the College and very little research is conducted by the faculty of the College.

The College recognizes its public service responsibilities to the citizens of southwestern Virginia by offering cultural programs in the arts and humanities and a variety of non-credit courses, seminars, and programs through the Office of Continuing Education.

The Institution's Future Directions to 1990

Clinch Valley College expects its enrollment to increase only slightly in the next decade to about 1,090. At the same time, little change is anticipated in the number and type of academic degree programs offered. In fact, except for the mining management program, which began in 1980, no new programs are being planned.

Percent of Headcount Enrollment by County
Fall 1979


PERCENT
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0.51-2.00
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5.01-10.00
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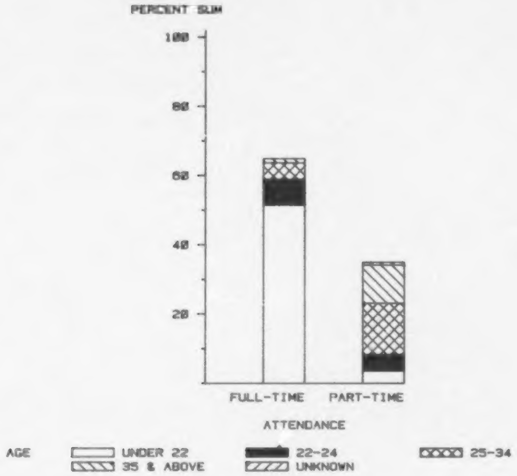
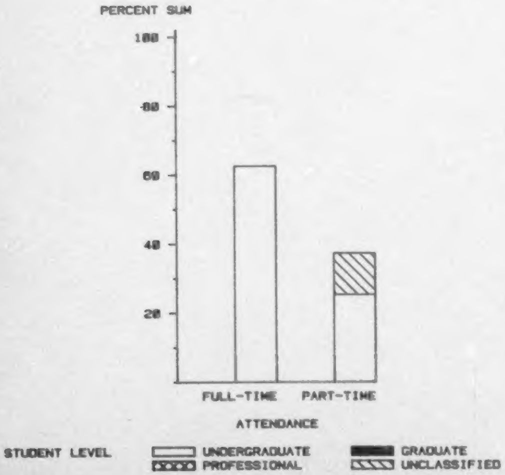
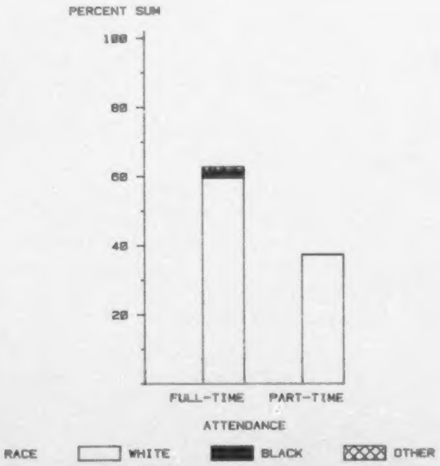
Enrollment by Age
Fall 1979



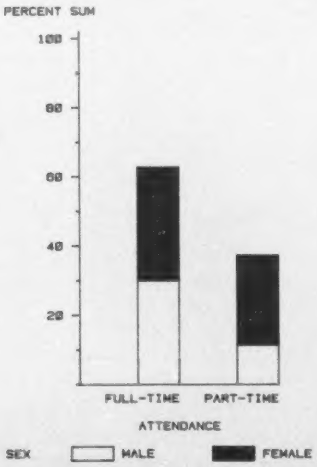
Enrollment by Student Level
Fall 1980



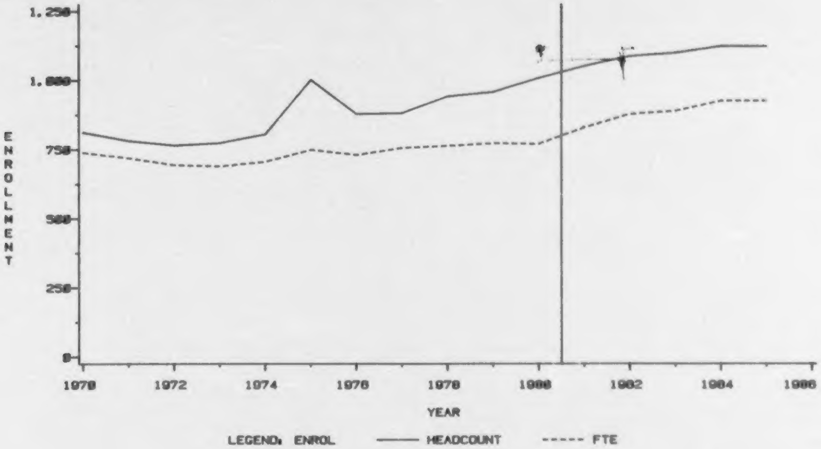
Enrollment by Race
Fall 1980



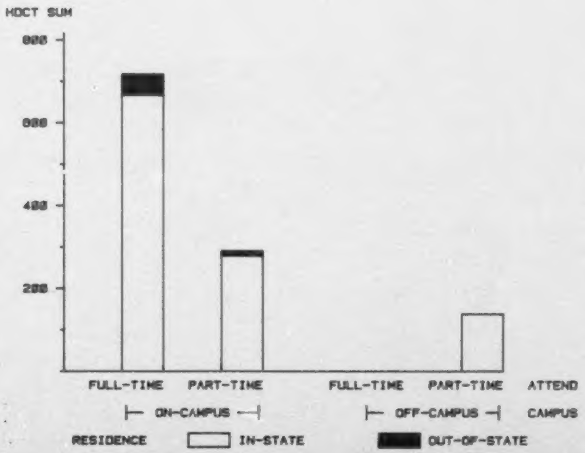
Enrollment by Sex
Fall 1980



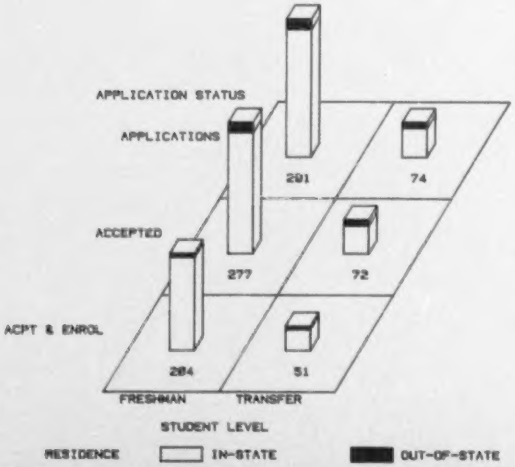
Actual and Projected Enrollment
1970 to 1986



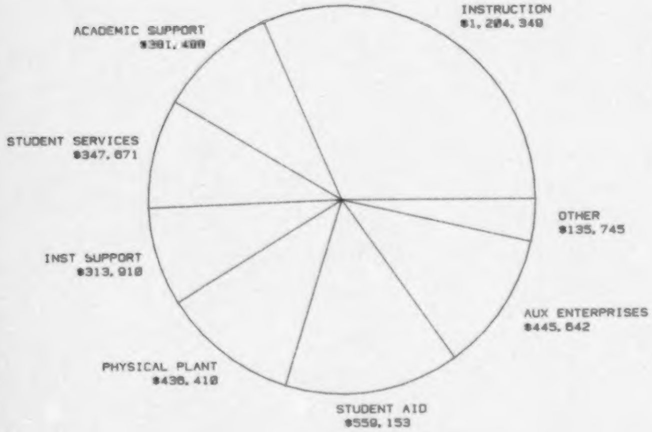
Total Headcount Enrollment
Fall 1980



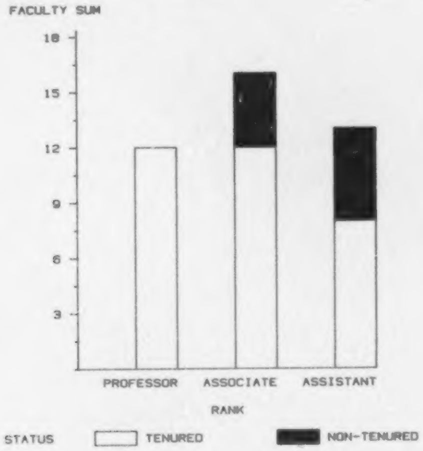
Admission Applications by Level
Fall 1980



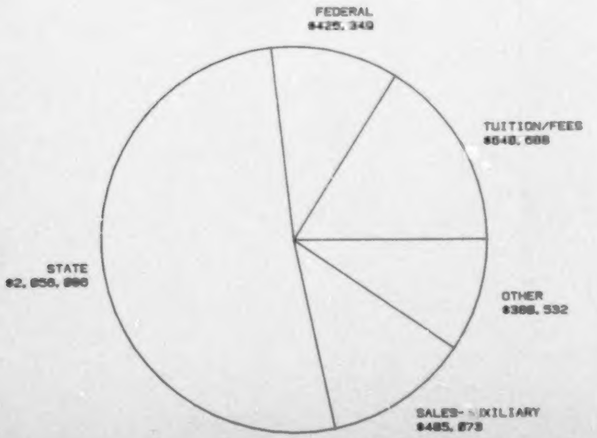
Funds Expenditures
Fiscal Year 1979–80



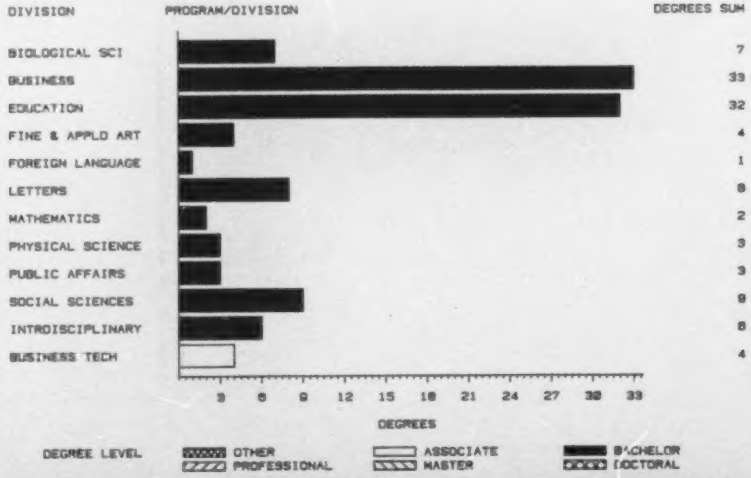
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



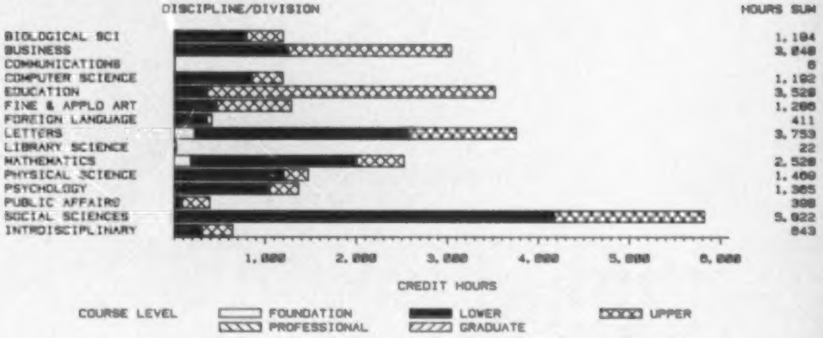
Sources of Funds Revenue
Fiscal Year 1979–80



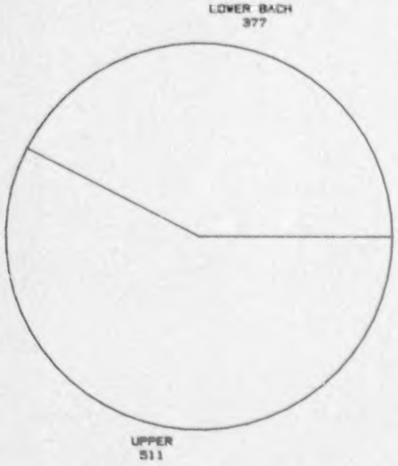
Degrees Conferred
Academic Year 1980–81



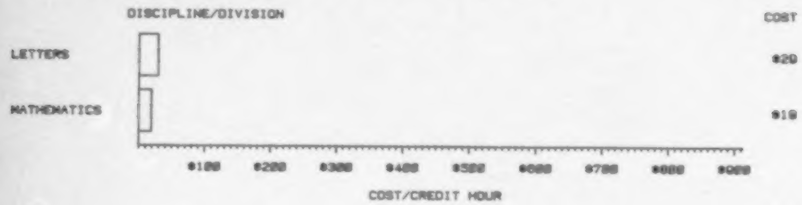
Annual Credit Hours
Academic Year 1980–81



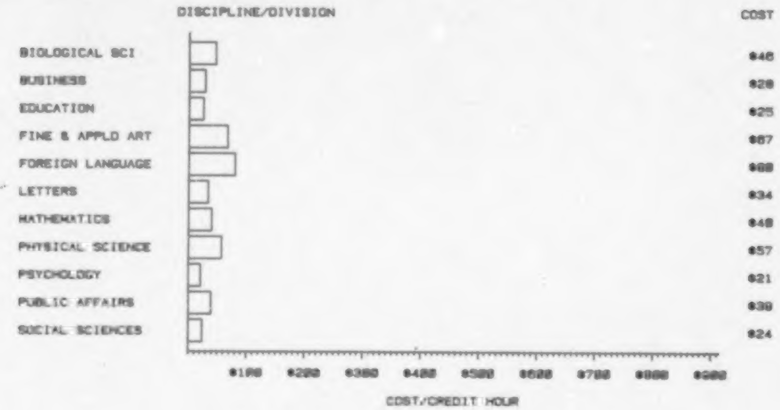
Annual Full–Time–Equivalent Enrollment
Academic Year 1980–81



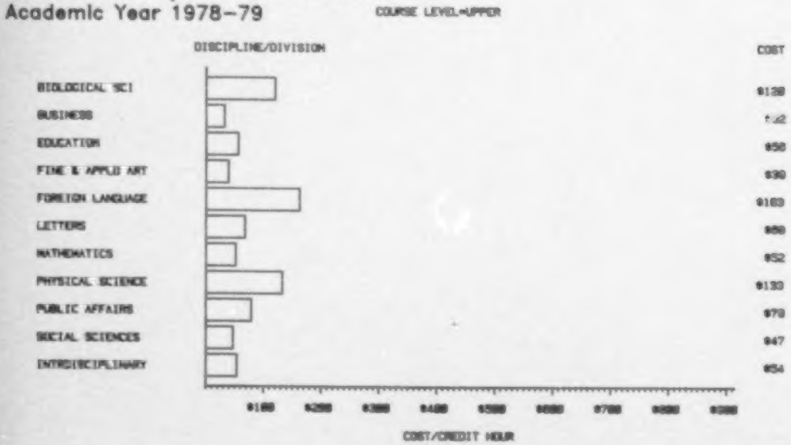
Direct Cost per Credit Hour
Academic Year 1978–79



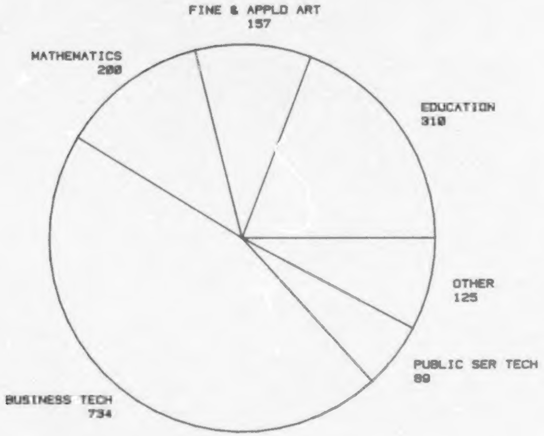
Direct Cost per Credit Hour
Academic Year 1978–79



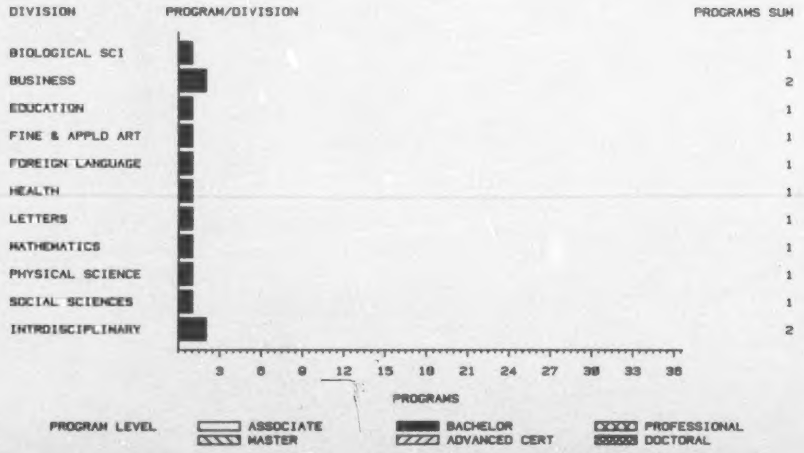
Direct Cost per Credit Hour
Academic Year 1978–79



Non-Credit Registrants
Academic Year 1979-80



Approved Degree Programs
Academic Year 1981-82



The College of William and Mary

Williamsburg

History and Development of the Institution

The College of William and Mary, founded by royal charter in 1693, is the second oldest institution of higher learning in the United States; after the American Revolution, it continued under private auspices. The College first received support from the Commonwealth in 1888, and in 1906, by act of the General Assembly, became a state institution with its Board of Visitors appointed by the Governor. In 1968 the State Council of Higher Education recognized William and Mary as a university. The Board of Visitors of the College also has responsibility for a two-year branch college, Richard Bland, located in Petersburg.

William and Mary today is a coeducational state university serving the Commonwealth and the nation. It consists of the Faculty of Arts and Sciences and the Schools of Business Administration, Education, Law, and Marine Science. Besides the baccalaureate in arts, science, and business administration, the College offers the master's degree in 14 fields and the doctorate in five, in addition to the Juris Doctor in law. The undergraduate student body numbers approximately 4,400; the graduate and advanced professional enrollments number 1,000 full-time equivalent students. Approximately 70 percent of the students are from Virginia, the remainder at present are from some 45 states and foreign countries.

Although the main campus of William and Mary is in Williamsburg, the institution also offers classes at the Virginia Associated Research Campus in Newport News and the Virginia Institute of Marine Science at Gloucester Point.

Purpose of the Institution

William and Mary is, according to the institution, "a community of scholars seeking to expand the sum of human knowledge and to communicate that knowledge to all who wish to know." As such, the institution notes that it "offers individuals the opportunity to acquire a broad understanding of the human condition through a liberal education and to add to the knowledge underlying that understanding by pursuing their intellectual and professional interests as far as possible within the resources at the institution's command."

To achieve its goal, William and Mary offers a resident undergraduate program of national repute and graduate and advanced professional programs in selected fields. About 90 percent of the undergraduates are in arts and sciences and education, the remainder in business administration; all receive a firm grounding in liberal studies. William and Mary emphasizes close faculty-student interaction and, in this regard, provides relatively small classes at the undergraduate level. At the same time, the existence of post-baccalaureate programs in selected areas brings to the entire College the benefits normally associated with larger institutions, such as the stimulation of research and publication and access to additional library and laboratory facilities.

At the advanced level, William and Mary offers the Juris Doctor and doctorates in history, marine science, psychology, physics, and three areas of education. The law program traces its ancestry to the governorship of Thomas Jefferson in 1779. The education program has been of importance to Virginia since 1906 when the Commonwealth determined that one of the primary objectives in assuming responsibility for the College was to insure a source of trained public school teachers throughout the State. In its history program William and Mary benefits from its significant library holdings on the early years of this country, from the growth of Williamsburg as a center for historical research since the founding of the Colonial Williamsburg Foundation in 1926, and from the campus presence of the Institute of Early American History and Culture. In psychology, Williamsburg's relevance dates to the establishment of Eastern State Hospital in 1771.

For almost half a century William and Mary has made the marine interests of the Commonwealth a special concern, initially through the Virginia Fisheries Laboratory and subsequently with the Virginia Institute of Marine Science at Gloucester Point. The institution has gained increased capability in physics and computer science through its association with the National Aeronautics and Space Administration's Langley Research Center in Hampton. William and Mary also offers the professional degrees of Master of Business Administration and Master of Education, and master's degrees in applied science, biology, chemistry, education, English, government, history, law and taxation, marine science, mathematics, physics, psychology, and sociology.

Extent of the Institution's Mix of Instruction, Research, and Public Service

William and Mary's instructional emphasis is on providing its undergraduate students with a basic liberal education and its graduate and advanced professional students the special skills needed for service in the public and private sectors.

William and Mary conducts both basic and applied research. Its research activity involves both contracts for programs and individual grants to faculty members. In 1978-79 the College, including its Virginia Associated Research Campus and the Virginia Institute of Marine Science (merged by statute with the College in 1979), received approximately $8 million in research funds.

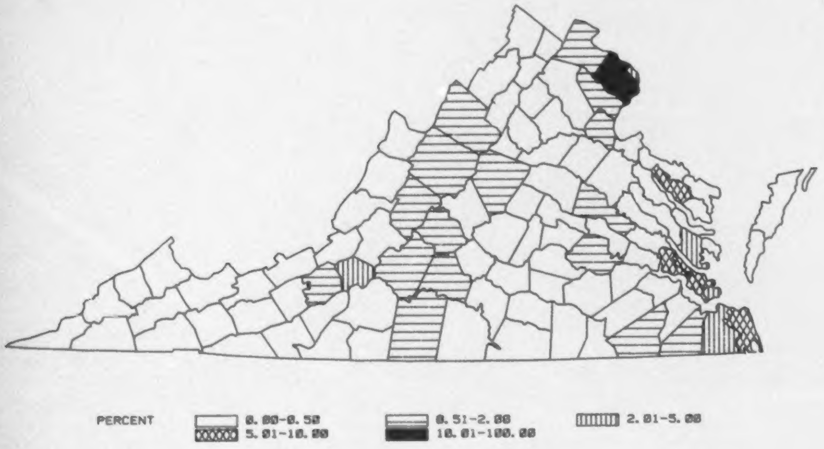
William and Mary recognizes its public service responsibility to the Commonwealth by offering cultural programs through the Office of Special

Programs; an extensive marine advisory program; and expert consultation in a variety of educational, scientific, legal, and business fields.

The Institution's Future Directions to 1990

William and Mary intends to remain relatively stable in enrollment and in the number and type of academic programs offered. During the next decade, its enrollment will likely increase by about 700 students, while its additional program offerings will continue to emphasize areas in which it can make a unique contribution to the Commonwealth.

Percent of Headcount Enrollment by County
Fall 1979


PERCENT
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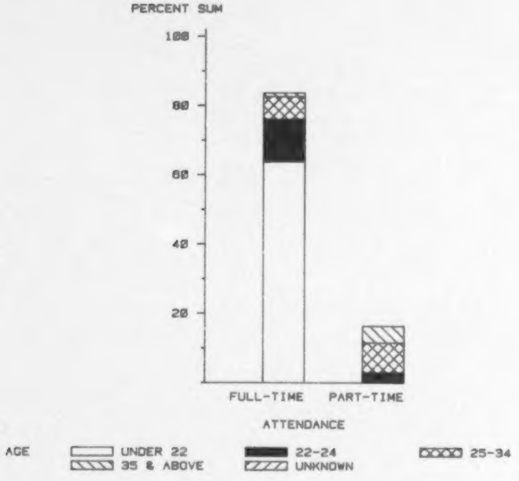
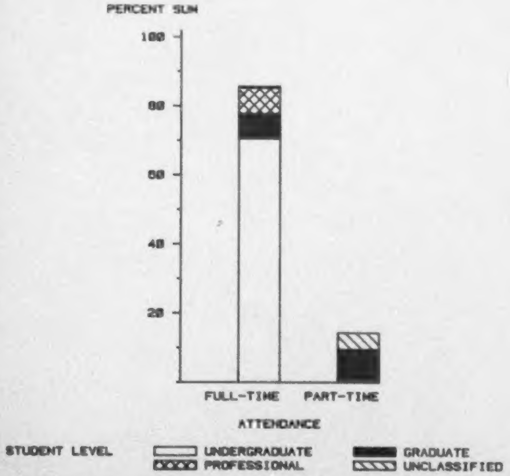
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

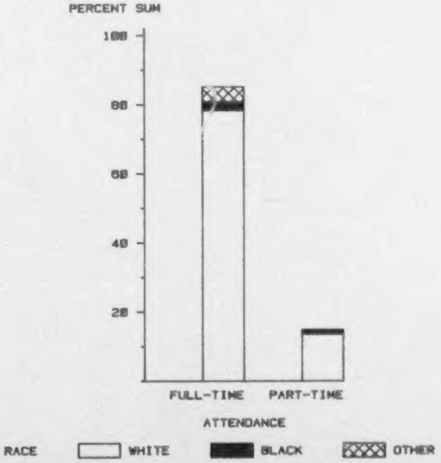
Enrollment by Age
Fall 1979



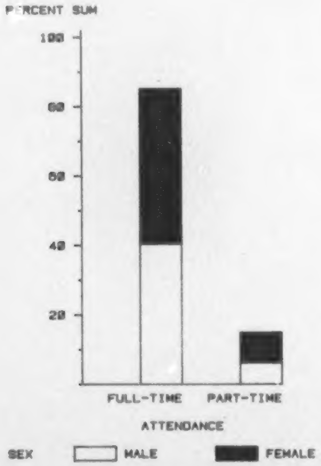
Enrollment by Student Level
Fall 1980



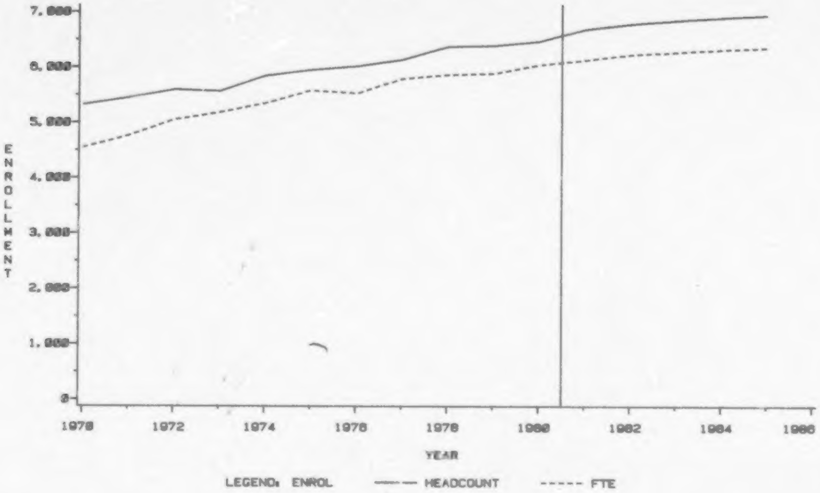
Enrollment by Race
Fall 1980



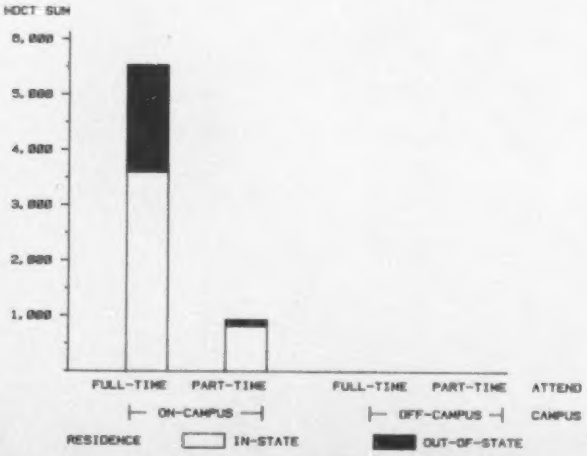
Enrollment by Sex
Fall 1980



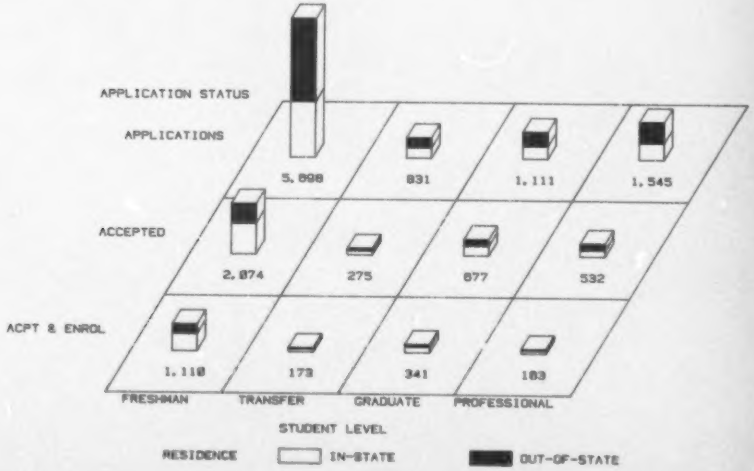
Actual and Projected Enrollment
1970 to 1986



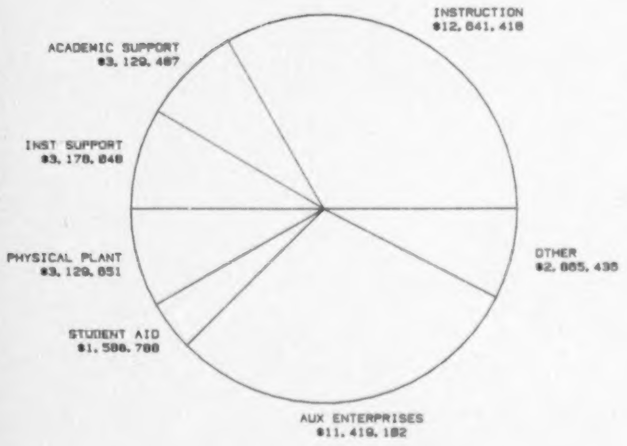
Total Headcount Enrollment
Fall 1980



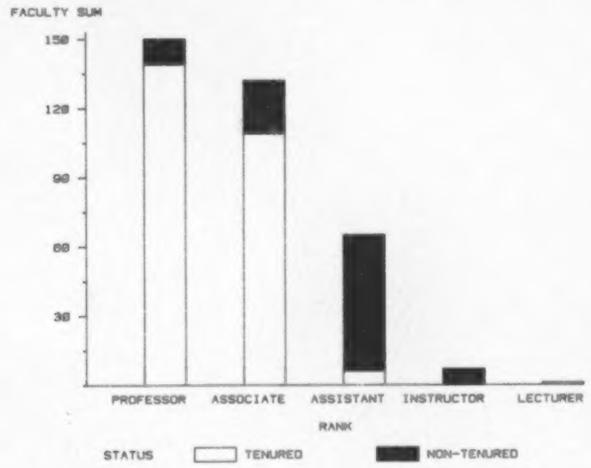
Admission Applications by Level
Fall 1980



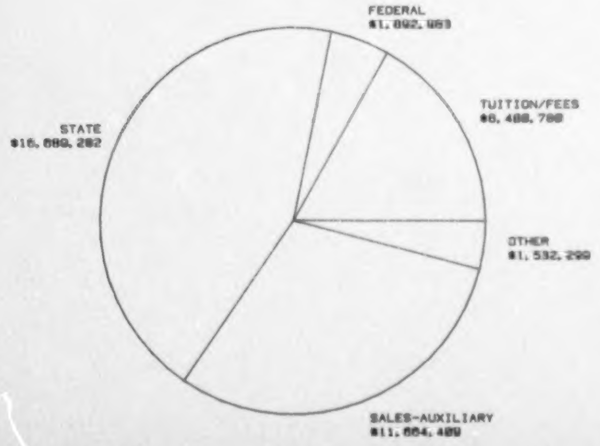
Funds Expenditures
Fiscal Year 1979–80



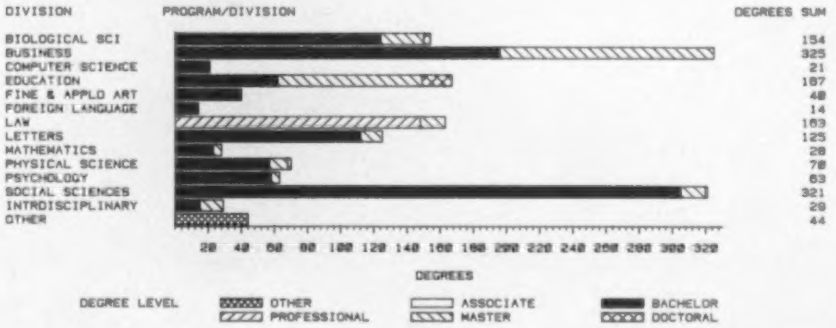
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



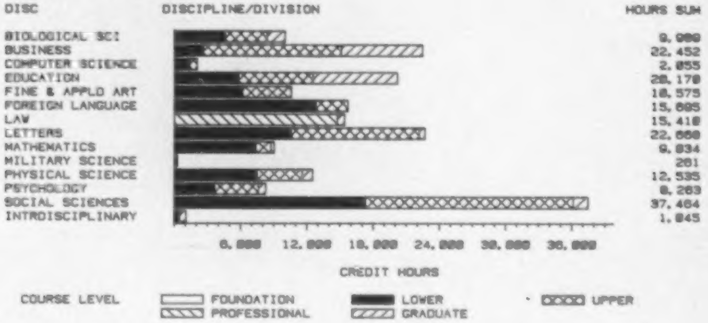
Sources of Funds Revenue
Fiscal Year 1979–80



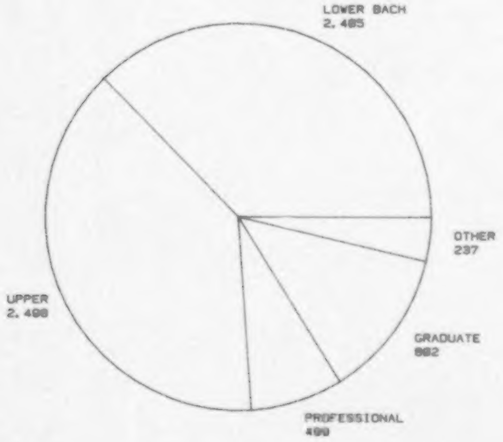
Degrees Conferred
Academic Year 1980–81

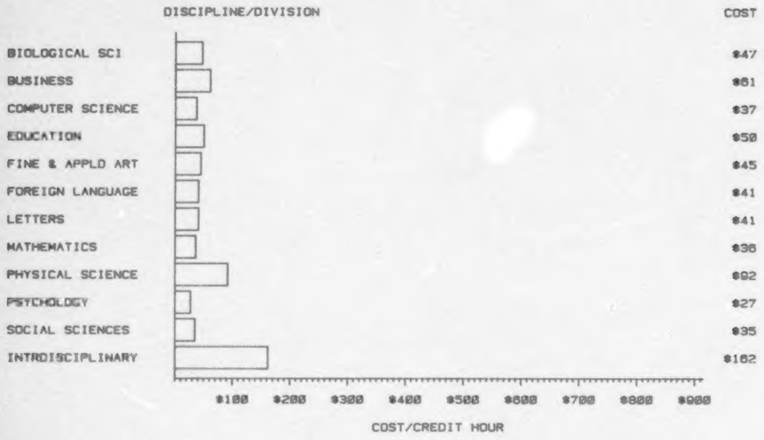


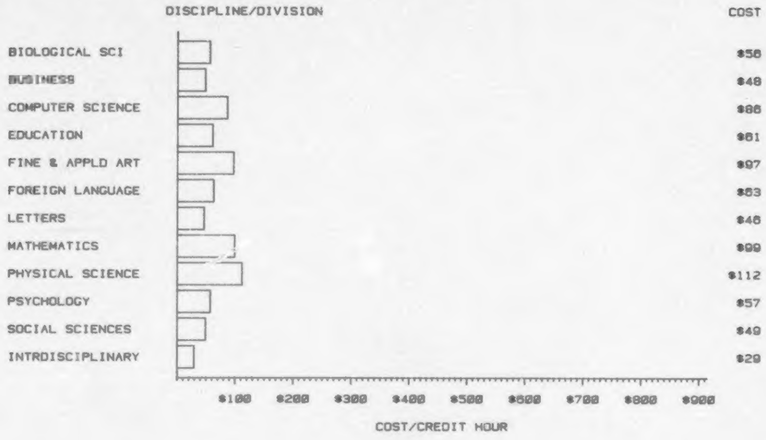
Annual Credit Hours
Academic Year 1980–81

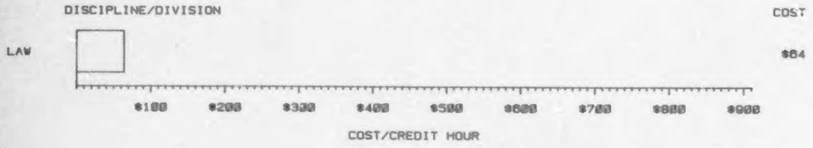


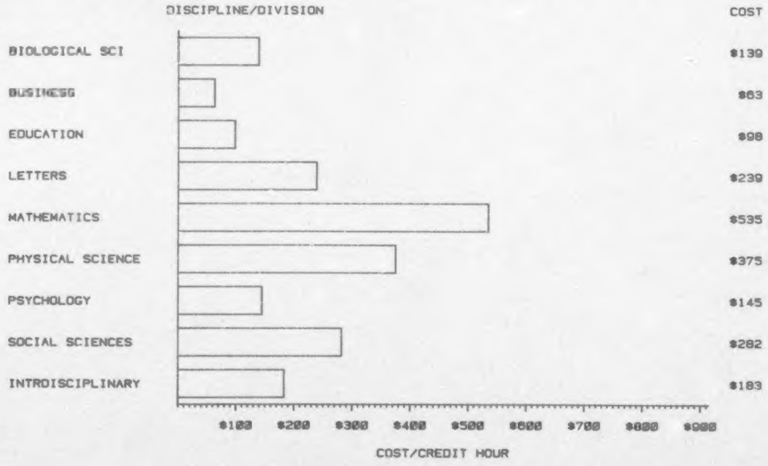
Annual Full-Time-Equivalent Enrollment
Academic Year 1980–81



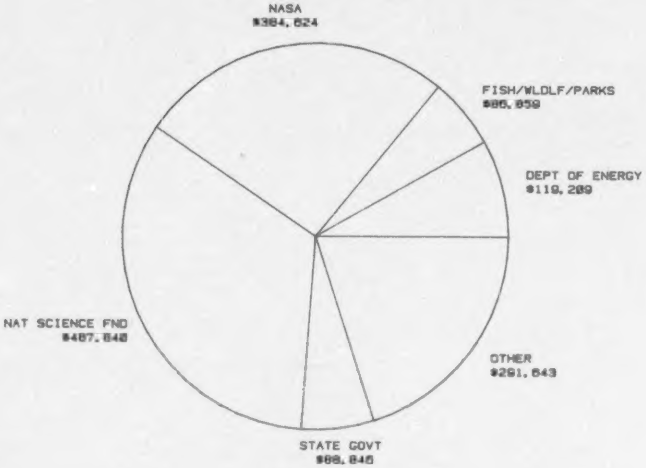

Direct Cost per Credit Hour
Academic Year 1978–79


Direct Cost per Credit Hour
Academic Year 1978–79

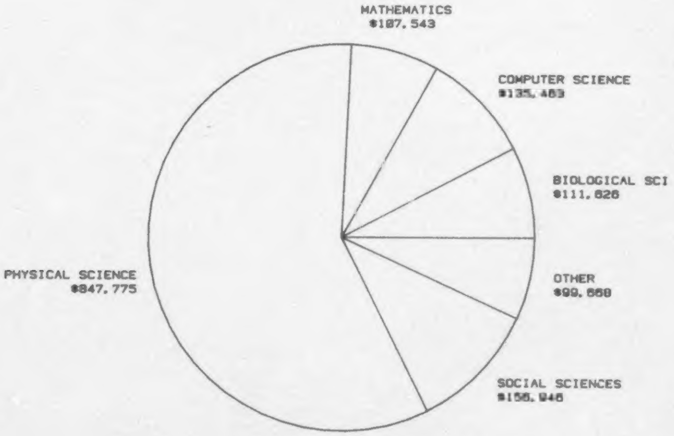

Direct Cost per Credit Hour
Academic Year 1978–79


Direct Cost per Credit Hour
Academic Year 1978–79

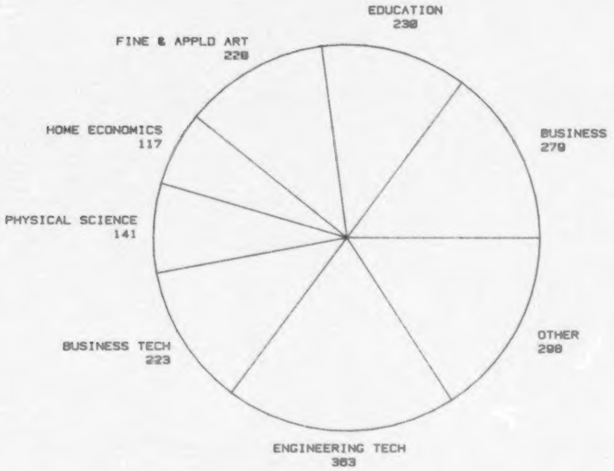
Research Expenditures by Funding Source
Academic Year 1980–81



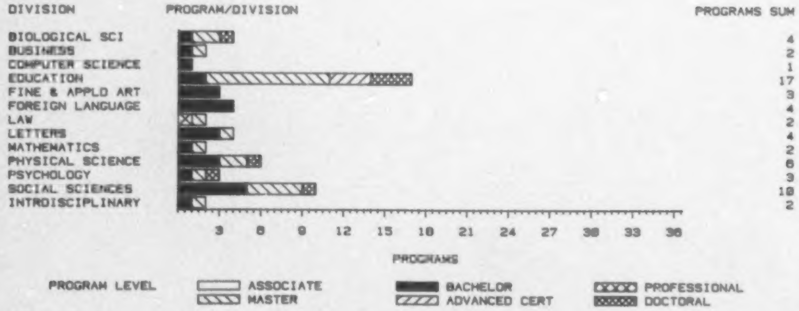
Research Expenditures by Discipline/Division
Academic Year 1980–81



Non-Credit Registrants
Academic Year 1979–80



Approved Degree Programs
Academic Year 1981–82



Programs Approved for Initiation
1982–84

MA. IN AMERICAN STUDIES
MA. IN JUDICIAL ADMINISTRATION

George Mason University

Fairfax

History and Development of the Institution

George Mason University, established in 1957 as a coeducational branch of the University of Virginia, is named after Virginia statesman and American founding father George Mason. In 1966, it was authorized by the General Assembly to become a degree-granting institution known then as George Mason College of the University of Virginia. The institution granted its first bachelor's degrees in 1968 and the first master's in 1971. Following further legislative action, George Mason became an independent state-supported university on April 7, 1972. The General Assembly in 1979 authorized the establishment of a School of Law and, in 1980, the elevation of the University to doctoral status.

George Mason University is a rapidly growing coeducational state university composed of the College of Arts and Sciences, the College of Professional Studies, the School of Business Administration, the Graduate School, the School of Law, and the Division of Continuing Education. In 1980-81, over 13,000 students were enrolled (89 percent Virginia residents), by program, as follows: about 33 percent were in the arts and sciences, 25 percent in business, 14 percent in professional studies, 4 percent in law school, 2 percent in the Bachelor of Individualized Study program, and 17 percent were not classified by program. Approximately 27 percent were engaged in study beyond the baccalaureate.

The median age of full-time students is 21 for males and 22 for females. Among part-time students, the median ages are 28 for males and 31 for females. Over 75 percent are employed (40 percent full-time), and about 40 percent of the students are married. Those students who are employed full-time are primarily evening students or take at least one evening course. Over 6,000 students attended summer school in 1981.

Purpose of the Institution

George Mason University provides high quality undergraduate programs in the arts and sciences and selected professional fields. It serves the educational needs of people residing in Northern Virginia, primarily Virginia Planning District 8 plus Fauquier County. It also offers outstanding graduate and professional programs and makes available to public and private institutions expertise in research and educational services. The University conducts continuing education programs designed to meet the personal, professional, and career interests of citizens of the region.

George Mason University offers a wide range of undergraduate and graduate degree programs at three Northern Virginia campus locations: the Main Campus just south of the City of Fairfax, the North Campus within the City of Fairfax, and the Metro Campus located at Virginia Square, adjacent to a subway stop in urban Arlington County. The Metro Campus, housing the School of Law, also has teaching, conference, and television facilities for a variety of professional courses appropriate to the educational requirements of the immediate area. The University extends graduate and undergraduate instruction to more than 25 off-campus sites in the region.

Extent of the Institution's Mix of Instruction, Research, and Public Service

George Mason University supports a faculty which is excellent in teaching, active in pure and applied research, and responsible in meeting the needs of the community. The University strives to be a resource to the Commonwealth by serving the community, government, and private enterprise, and to be the intellectual and cultural focus of Northern Virginia.

The University incorporates into its undergraduate degree programs a substantial core of the arts and sciences and carefully designs all of its programs to equip graduates for successful careers in business, in public service, in the arts, and in other professions. There are 88 degree programs in place or due to be initiated in the next two years, including 46 bachelor's degree programs, 34 master's degree programs, one professional program, and six doctoral programs.

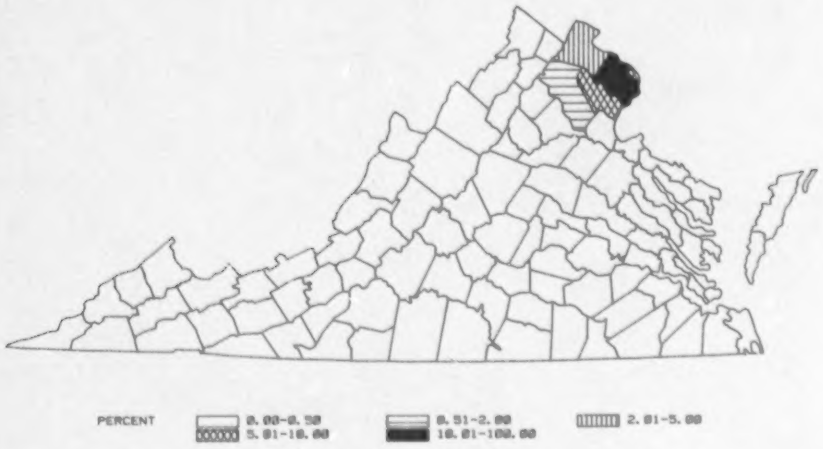
The University encourages research as an integral part of the learning process for both students and faculty. The purpose of the recently inaugurated George Mason Institute is to work in partnership with private industry and other appropriate public and private organizations for mutual benefit in the application and advancement of science and advanced technology. Two other important institutes are the University Center for Social Science and Public Policy Research and the Center for Government, Society, and the Arts. In 1980-81, the total amount of active grants was $3,389,010.

The University assists in the development of the cultural and intellectual life of the surrounding community. During 1980-81, there were over 4,500 participants in the workshops, conferences, and short courses organized by the Division of Continuing Education. Beginning in fall, 1981, the Barter Theatre, the State Theatre of Virginia, will begin winter residence at George Mason University providing instructional opportunities for students as well as cultural enhancement for the Northern Virginia region.

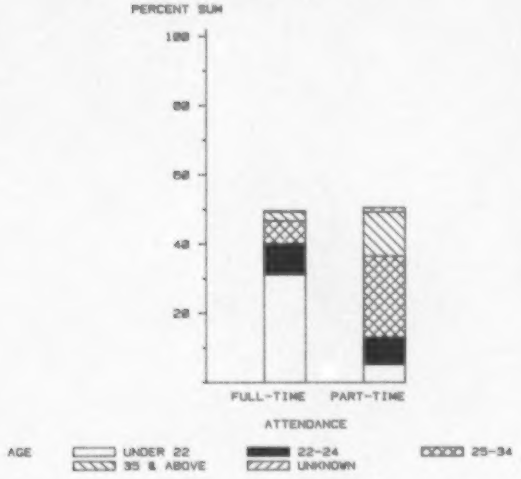
The Institution's Future Directions to 1990.

By 1990, George Mason University will be established as a major new Virginia university with an approved fall on-campus headcount of better than 19,000 students, an increase of well over 50 percent in ten years. Its distinguishing characteristics will include the following: it serves Northern Virginia, using the resources of metropolitan Washington; undergraduate enrollment is still dominant; its programs are based largely in the disciplines of the arts and sciences where the majority of undergraduate students are enrolled; the master's and doctoral programs are largely professionally-oriented, serving practitioners; in fields in which it is adding doctoral programs, it is secondarily preparing faculty and researchers in the public and private sectors; the graduate student population will grow to be a significant proportion of the total headcount; most of its graduate programs are scheduled in evenings to be accessible to the employed professional; there are intimate linkages to the public and private sectors; and many programs are associated with applications in technical or science fields. Research accomplishments through new centers are becoming nationally recognized. There is international dimension to many of its programs.

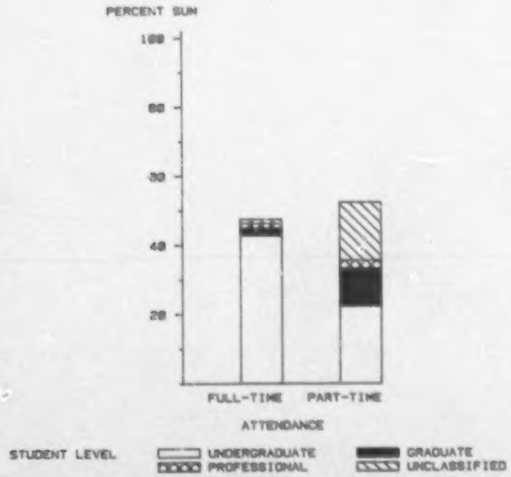
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

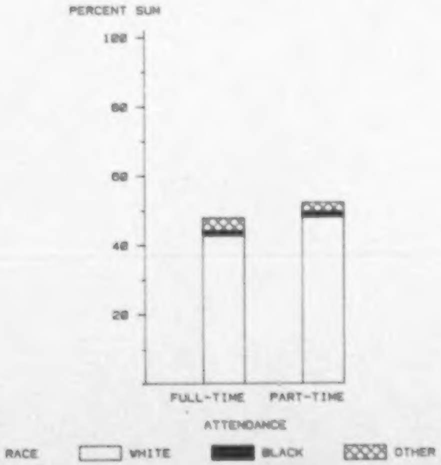
Enrollment by Age
Fall 1979



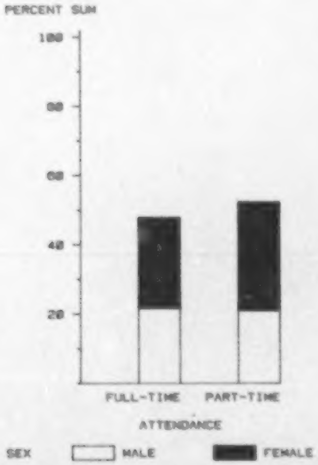
Enrollment by Student Level
Fall 1980



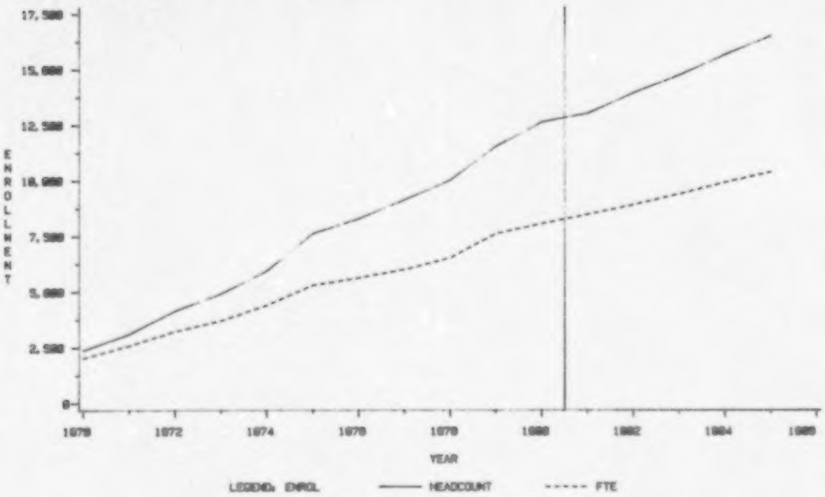
Enrollment by Race
Fall 1980



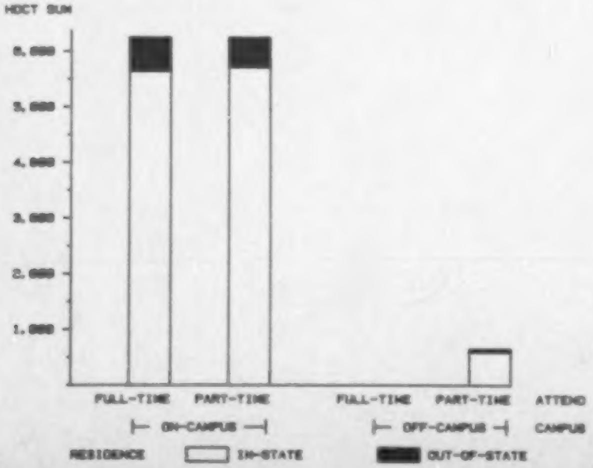
Enrollment by Sex
Fall 1980



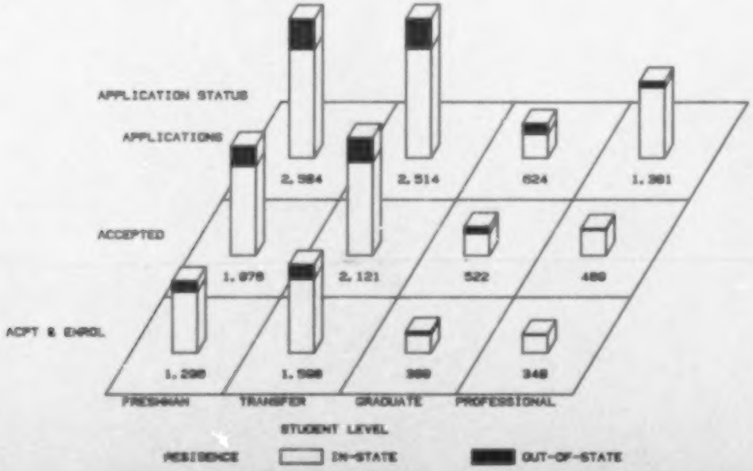
Actual and Projected Enrollment
1970 to 1986



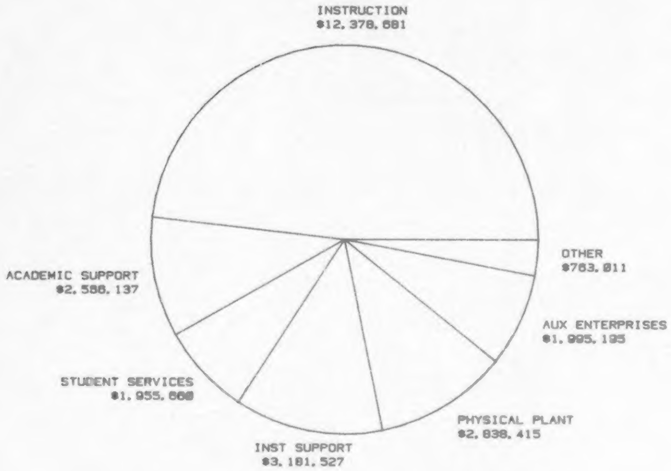
Total Headcount Enrollment
Fall 1980



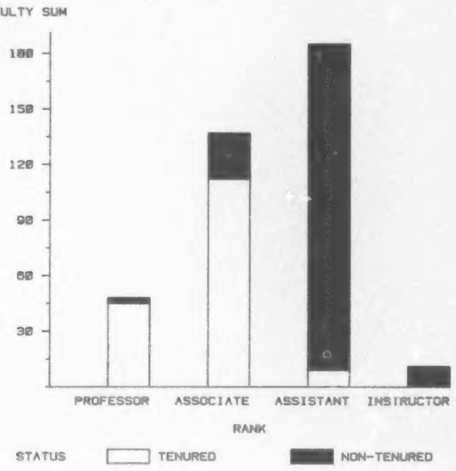
Admission Applications by Level
Fall 1980



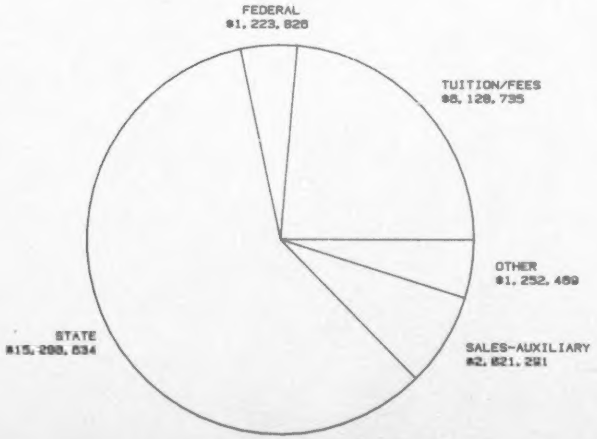
Funds Expenditures
Fiscal Year 1979–80



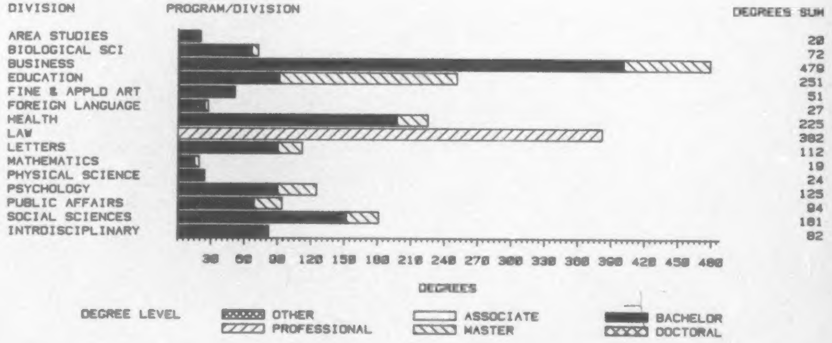
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



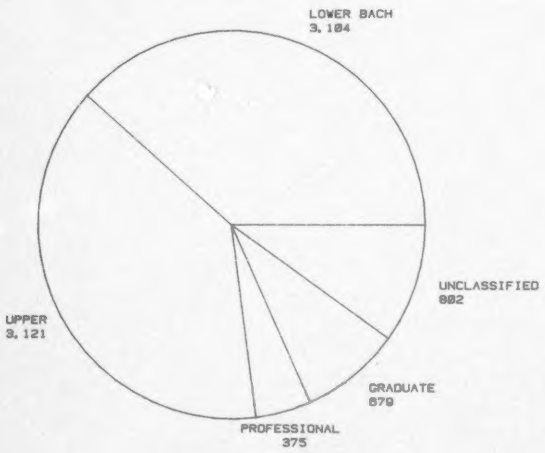
Sources of Funds Revenue
Fiscal Year 1979–80



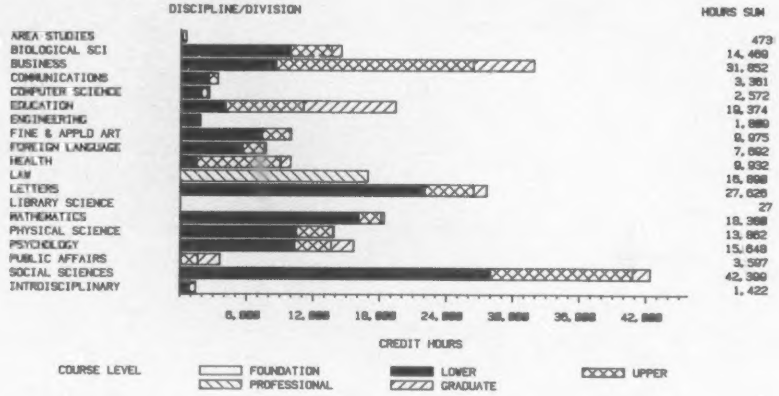
Degrees Conferred
Academic Year 1980–81



Annual Full-Time-Equivalent Enrollment
Academic Year 1980–81



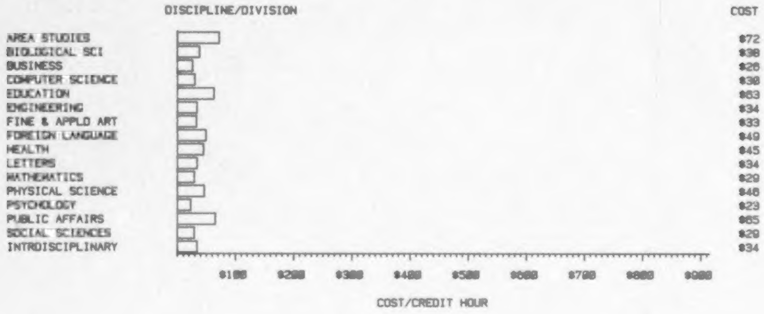
Annual Credit Hours
Academic Year 1980–81



Direct Cost per Credit Hour

Academic Year 1978–79

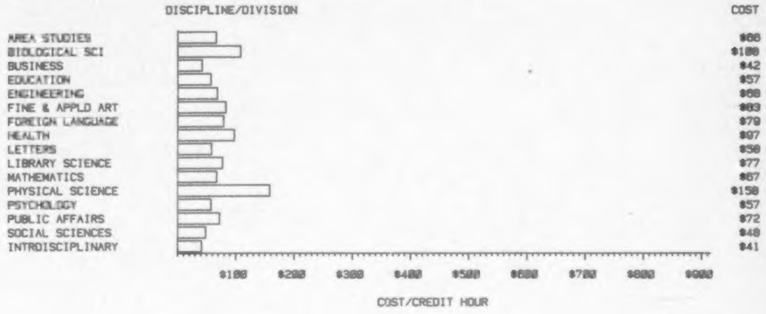
COURSE LEVEL=LOWER



Direct Cost per Credit Hour

Academic Year 1978–79

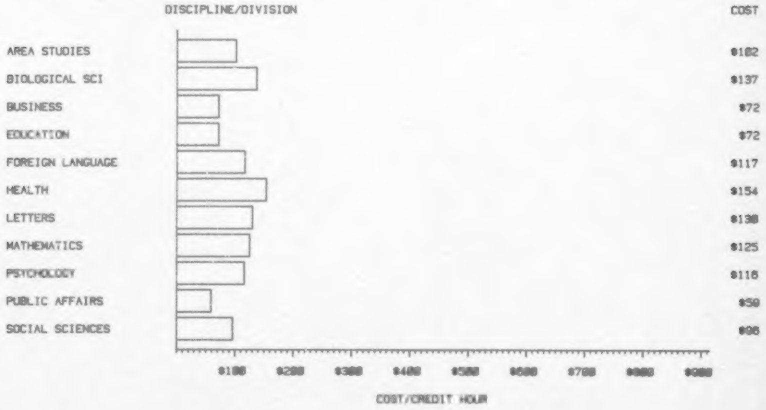
COURSE LEVEL=UPPER



Direct Cost per Credit Hour

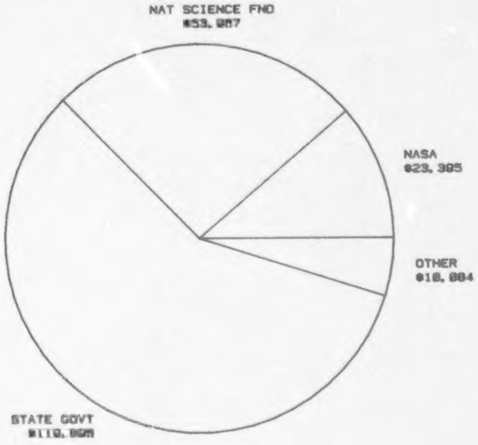
Academic Year 1978–79

COURSE LEVEL=GRADUATE



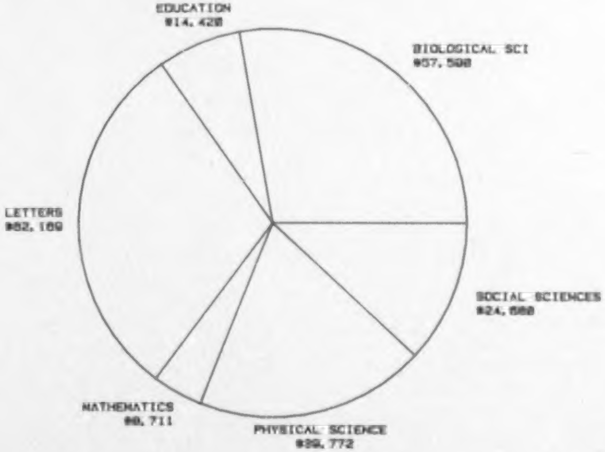
Research Expenditures by Funding Source

Academic Year 1980–81



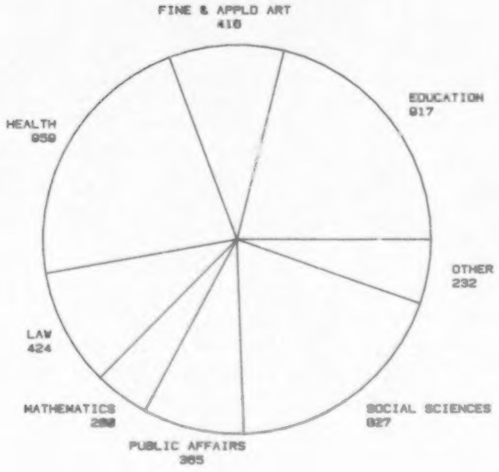
Research Expenditures by Discipline/Division

Academic Year 1980–81



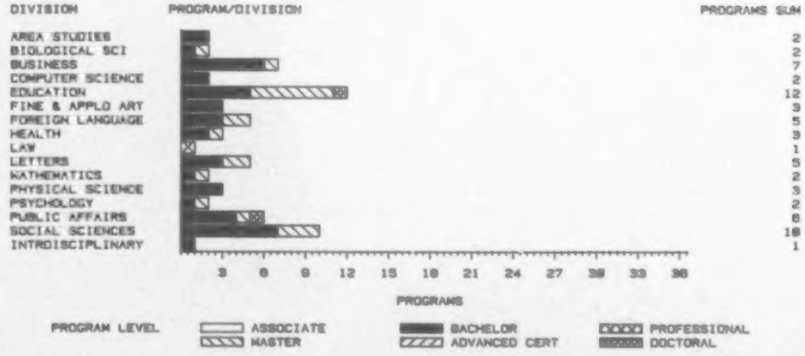
Non-Credit Registrants

Academic Year 1979-80



Approved Degree Programs

Academic Year 1981-82



Programs Approved for Initiation

1982-84

BFA. IN DANCE
BA. IN CLASSICS
BS. IN PARKS, RECREATION AND LEISURE STUDIES
MS. IN FINANCE
MS. IN COMPUTER SCIENCE
MS. IN INFORMATION SYSTEMS
MS. IN COMPUTER AND ELECTRONIC ENGINEERING
MS. IN PHYSICAL EDUCATION
MA-MFA. IN FINE ARTS
MS. IN APPLIED PHYSICS
MAD. IN ADMINISTRATION
MSW. IN SOCIAL WORK
MS. IN CONFLICT MANAGEMENT
MA. IN SOCIOLOGY
MS. IN INTERNATIONAL AFFAIRS
MALS. IN LIBERAL STUDIES
MS. IN OPERATIONS RESEARCH AND MANAGEMENT SCIENCE
PHD. IN ENVIRONMENTAL BIOLOGY AND PUBLIC POLICY
DBA. IN BUSINESS ADMINISTRATION
PSYD. IN APPLIED PSYCHOLOGY
PHD. IN ECONOMICS

James Madison University

Harrisonburg

History and Development of the Institution

James Madison University was founded in 1908 by the Virginia General Assembly as the State Normal and Industrial School for Women at Harrisonburg. At that time four years of high school work as well as two years of post-high school work were offered. The institution was renamed the State Normal School for Women at Harrisonburg in 1914. In 1924, when the General Assembly designated the four state normal schools as teachers colleges, the institution became known as the State Teachers' College at Harrisonburg.

Authorization to award the baccalaureate degree was granted the school in 1916. High school courses were deleted in 1920-21, and the curriculum was broadened over the next decade to include a wide range of courses in the liberal arts. With the advent of an expanded curriculum, the General Assembly in 1938 renamed the institution Madison College in honor of President James Madison. Authorization to award the master's degree was granted in 1954. In 1966, by legislative action, Madison College became fully coeducational. Continued growth and changes at the institution resulted in it achieving university status, which was recognized by the 1977 General Assembly when the institution became James Madison University.

James Madison University is a coeducational, regional university of 8,900 students, 80 percent of whom are from Virginia. In order to gain admission, students must be both academically prepared and potentially able to contribute to the diversity of the University community. As a predominantly undergraduate institution, the curriculum offers a strong program of general studies which prepares a student for majoring in the standard fields of the humanities, sciences, education, and business, as well as for careers in the arts, communication, and the media. The academic programs are offered in the College of Letters and Sciences, the School of Business, the School of Education and Human Services, and the School of Fine Arts and Communication. The Graduate School administers all graduate programs at the University. The University offers the master's degree in a number of academic and professional fields, and the Education Specialist degree in school psychology.

Purpose of the Institution

James Madison University is a liberal arts university with a strong commitment to professional and pre-professional programs. The University's major emphasis is at the undergraduate level; however, the graduate program is also strong and growing. Graduate programs are proposed when the programs can provide an effective service to the community or when particularly excellent undergraduate programs can be extended into a position of regional and national recognition. As a regional university, James Madison attracts students from throughout the State, in particular those living in the Shenandoah Valley, and the State's urban areas of Northern Virginia, Tidewater, Richmond and Roanoke.

The student body at James Madison University is heterogeneous; the University makes a conscious effort to attract a diverse student body on the premise that a student's total education is greatly enhanced by exposure to many different types of people from divergent backgrounds.

The University is primarily a residential campus, with the majority of its undergraduates living in University housing. A wide range of social, extracurricular, and dormitory programs are available to students to augment classroom instruction and result in total education for the student.

The University is dedicated to the belief that an enduring and meaningful educational experience must be based on exploration of one's cultural heritage and contemporary life through general studies in the liberal arts and sciences. The University is also committed to the preparation of its students for success in a chosen occupation or profession. The University has a special commitment to preparing its students for rapid changes in society.

Extent of the Institution's Mix of Instruction, Research and Public Service

The University's major commitment is to superlative teaching. It recognizes that a sound educational effort emphasizes a spirit of honest inquiry, both in the classroom and elsewhere.

The importance of research and public service, however, is also recognized. All types of research are encouraged on the James Madison University campus, although the University normally concentrates on research which shows promise of immediate and direct benefit to the academic program. The University is engaged in a variety of public service activities benefiting professional groups and industrial, commercial, and educational communities, as well as cultural programs which benefit the general community.

James Madison offers 59 academic programs at the undergraduate level, 25 at the master's level, and the Education Specialist in school psychology. Approximately $400,000 in grants are received annually to support research in the areas of the arts, natural sciences, social sciences, business and education.

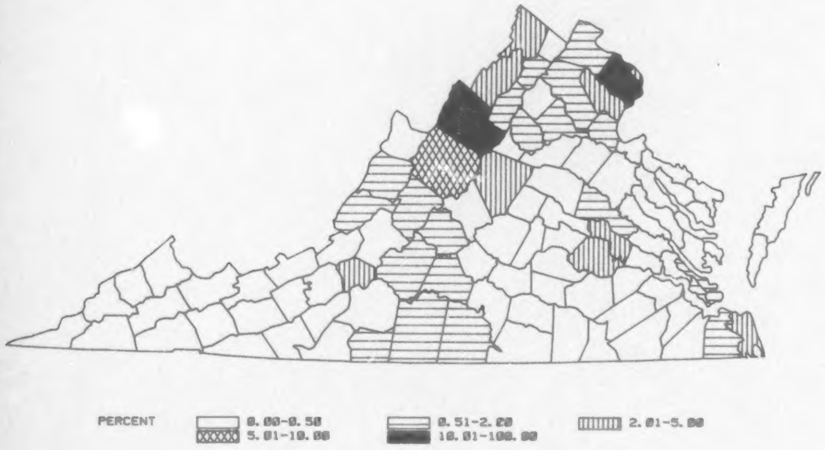
The Institution's Future Directions to 1990

The future of the academic program at James Madison University will be dictated by the needs of society. Continuing efforts will be made to anticipate the particular areas of expertise that will be in demand in the future, and the University's curriculum will be adjusted accordingly.

The University intends to use its traditional strength to meet the needs of the future. Future needs will be met, in large part, not by seeking out new directions in subject matter but by adjusting existing subject areas in different ways to support societal and student needs.

Emphasis on the improvement of institutional programs will continue, as will attention to research and public service—particularly as those activities effect the teaching mission. In the interest of public service, James Madision University recognizes the growing educational needs of the adult population. Existing programs will be expanded as necessary to support those needs. The University expects to be comprehensive at the bachelor's and master's levels in all areas where James Madison has traditionally shown strength with respect to contributing to the higher educational objectives of the Commonwealth.

Percent of Headcount Enrollment by County
Fall 1979


PERCENT
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0.51-2.00
2.01-5.00
5.01-10.00
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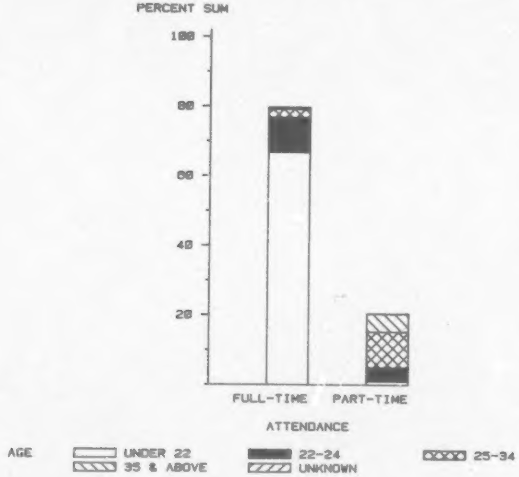
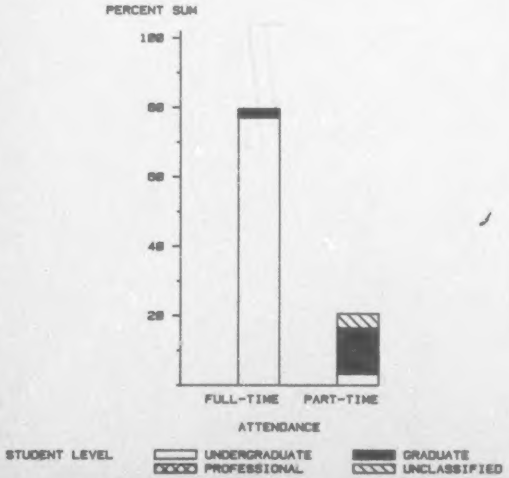
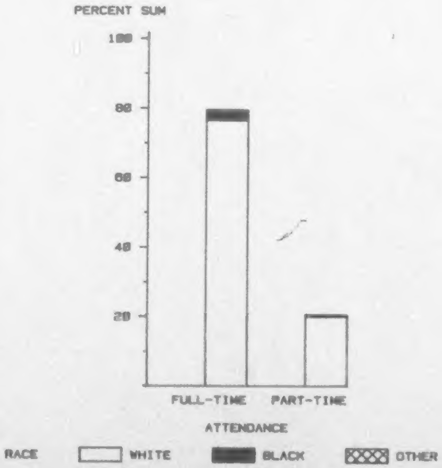
Enrollment by Age
Fall 1979



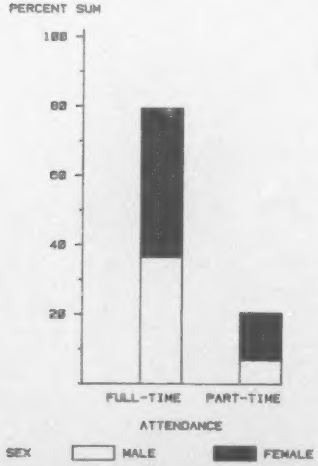
Enrollment by Student Level
Fall 1980



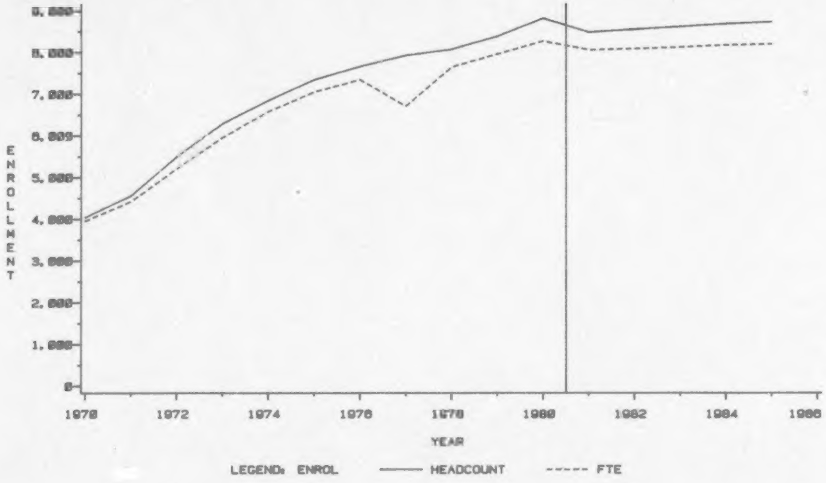
Enrollment by Race
Fall 1980



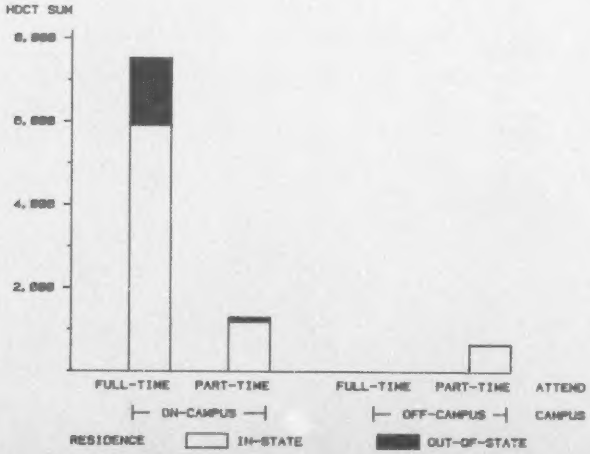
Enrollment by Sex
Fall 1980



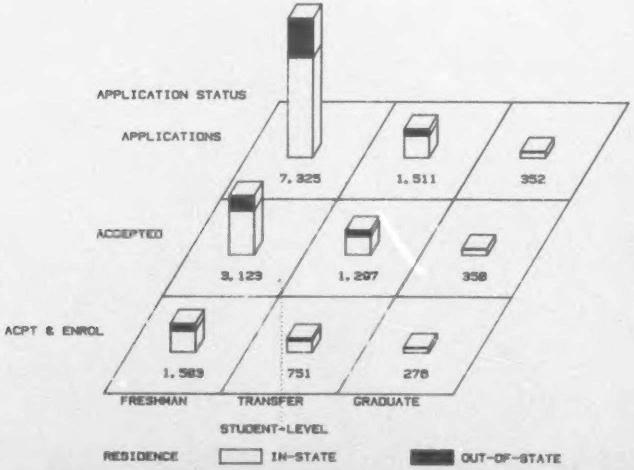
Actual and Projected Enrollment
1970 to 1986



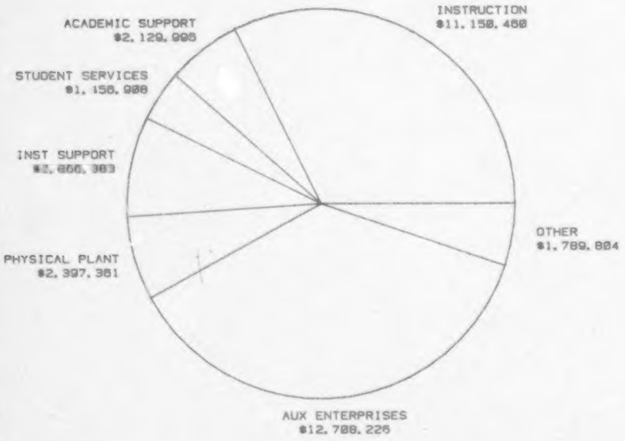
Total Headcount Enrollment
Fall 1980



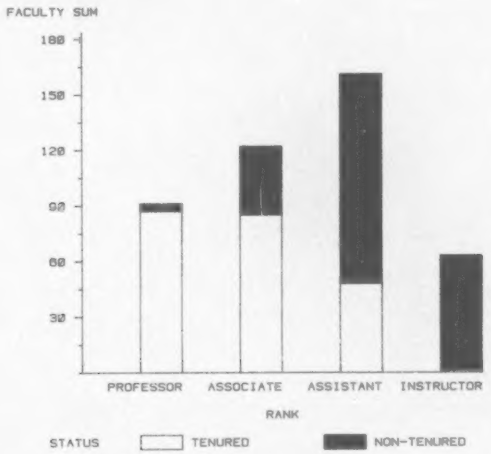
Admission Applications by Level
Fall 1980



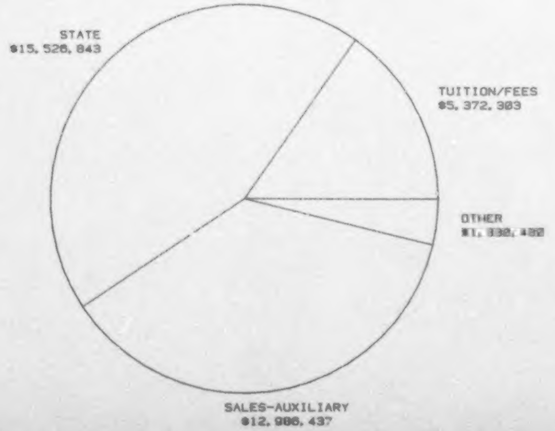
Funds Expenditures
Fiscal Year 1979–80



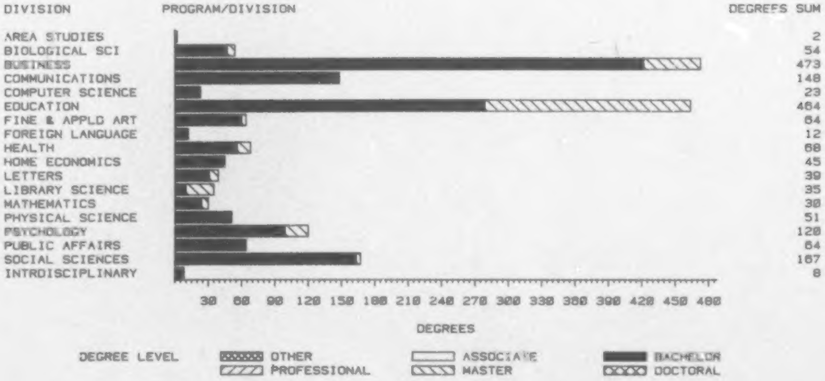
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80

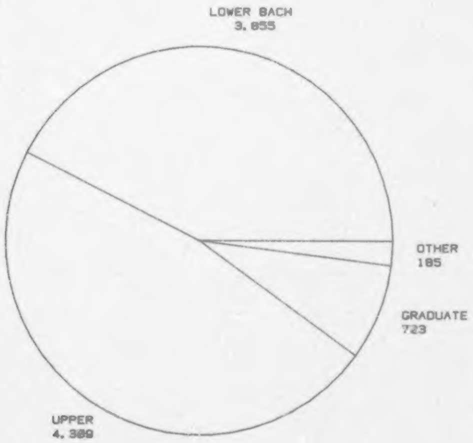


Degrees Conferred
Academic Year 1980–81



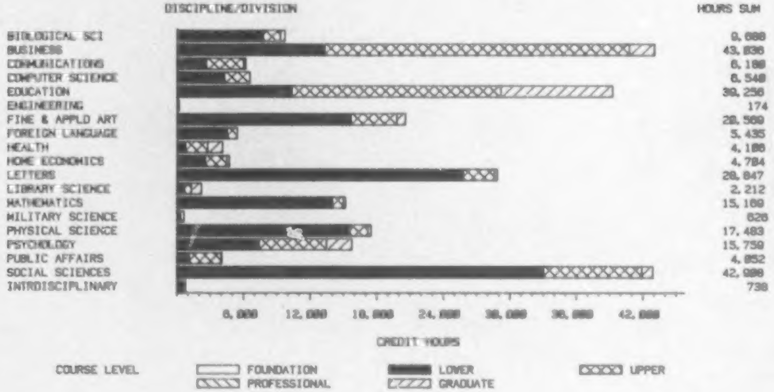
Annual Full-Time-Equivalent Enrollment

Academic Year 1980-81



Annual Credit Hours

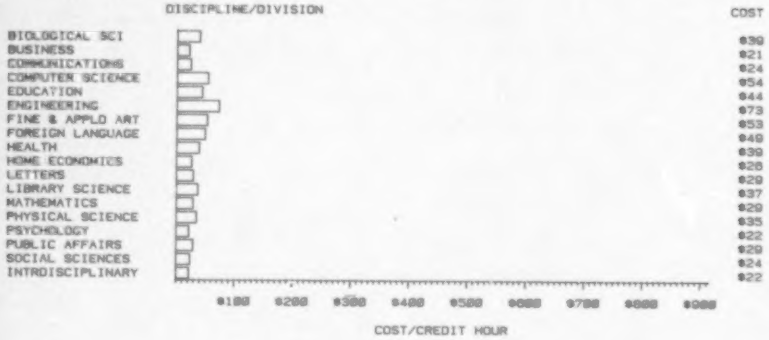
Academic Year 1980-81



Direct Cost per Credit Hour

Academic Year 1978–79

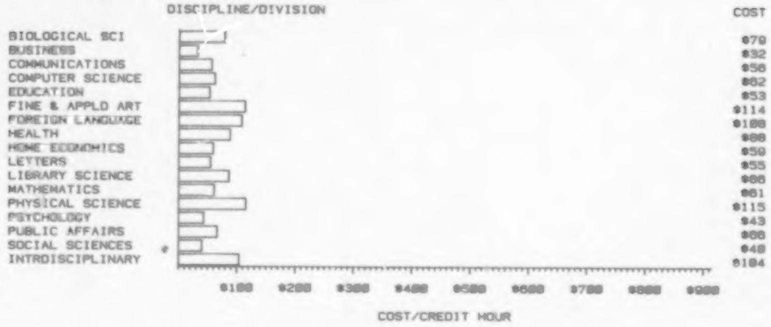
COURSE LEVEL=LOWER



Direct Cost per Credit Hour

Academic Year 1978–79

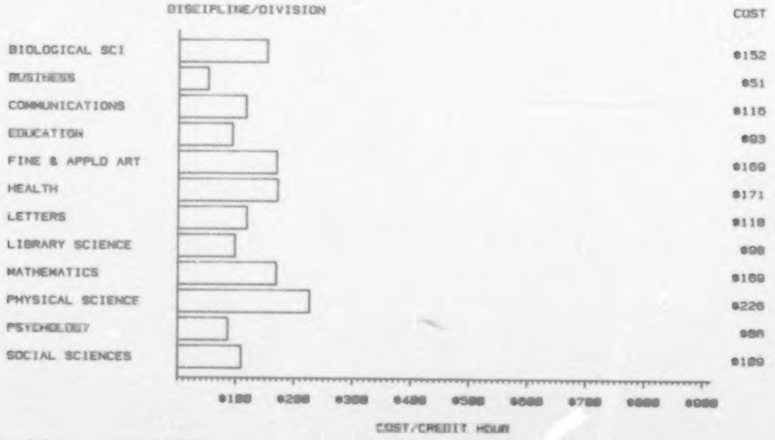
COURSE LEVEL=UPPER



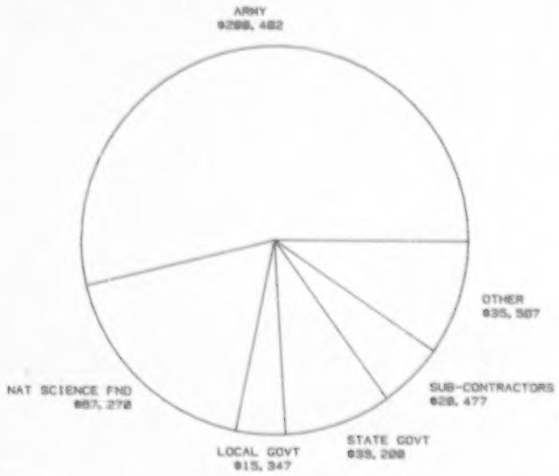
Direct Cost per Credit Hour

Academic Year 1978–79

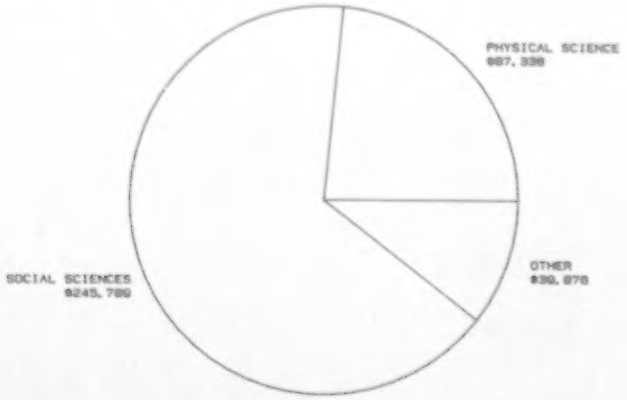
COURSE LEVEL=GRADUATE



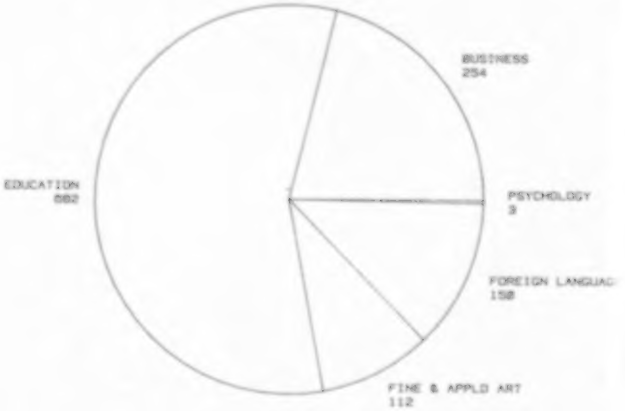
Research Expenditures by Funding Source
Academic Year 1980-81



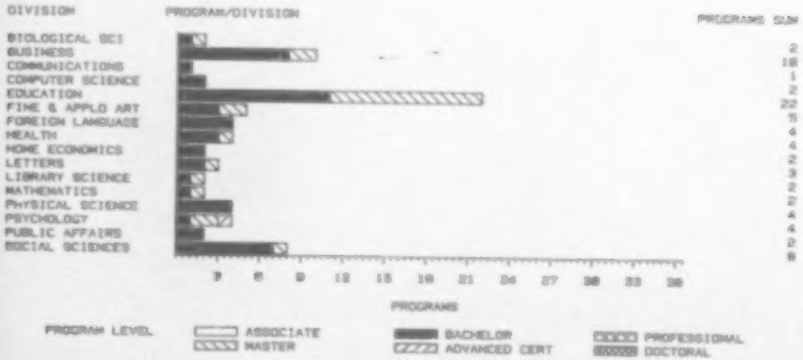
Research Expenditures by Discipline/Division
Academic Year 1980-81



Non-Credit Registrants
Academic Year 1979-80



Approved Degree Programs
Academic Year 1981-82



Programs Approved for Initiation
1982-84

BA-BS, IN DANCE
MPA, IN PUBLIC ADMINISTRATION

Longwood College

Farmville

History and Development of the Institution

Longwood College originated from the Farmville Female Seminary Association, which was incorporated by the General Assembly of Virginia on March 5, 1839. The College acquired its present name in 1949, after having been known as the State Teachers College at Farmville (1924-49), the State Normal School for Women (1914-24), and the State Normal School (1884-1914). Until 1949, the institution was primarily a teacher-training institution for women. Concurrent with its last name change, Longwood began a diversification of program opportunities which has led to its current status as a comprehensive college for men and women, with academic programs available at the bachelor's and master's levels.

Today, Longwood College is a small, state-supported, coeducational, comprehensive college located in a semi-rural setting. It has an on-campus enrollment of approximately 2,450. The student body is primarily in-state (93 percent) and residential (85 percent). The distribution of students by sex is 75 percent female and 25 percent male; racially, 6 percent of the student body is minority.

Approximately 35 percent of the students graduating from Longwood College earn certification to teach. The remaining students are enrolled in the other primary programmatic areas of business administration, social work, therapeutic recreation, liberal arts, and pre-professional studies.

The College is organized academically into 13 departments. At the master's level, the College offers advanced work in education (Master of Science) and English (Master of Arts). There are seven undergraduate degrees: Bachelor of Arts, Bachelor of Music, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Business Education, Bachelor of Fine Arts, and Bachelor of Music Education. There are 25 major programs at the bachelor's level.

In addition to its self-contained programs, Longwood has developed a number of cooperative programs with other institutions, both within and beyond the borders of the State. In most cases Longwood does not serve as the degree-granting institution, but rather provides the foundation courses for work completed at the cooperating institution. In addition, a cooperative program with Hampden-Sydney College allows students from either college to take classes at the other. Longwood cooperates with a large number of public and private institutions within the State which provide intern opportunities for students in education, business administration, government, social work, therapeutic recreation, and home economics.

Purpose of the Institution

The primary educational objective of Longwood College is to provide a curriculum distinguished by academic excellence. The College believes that this goal is best achieved by a close interrelationship between teaching excellence and scholarly research. As an institution of higher education, the College is further dedicated to serving the citizens of Southside Virginia by providing enriched cultural opportunities to the area.

The primary areas within the Commonwealth from which the institution attracts students are Richmond, Northern Virginia, Southside Virginia, and Virginia Beach. Outside the state, students come primarily from New York, Maryland, New Jersey, Connecticut, and Pennsylvania. Students also attend the College from a limited number of foreign countries.

As a member of the Central Virginia Consortium for Continuing Education, Longwood offers approximately 40 off-campus courses per year in the adjoining counties and in the cities of Lynchburg and Halifax/South Boston. An estimated 800 students are served by this program each year.

Longwood is one of the few remaining four-year comprehensive colleges in Virginia's diverse system of higher education. It is the only small, primarily residential college located in a semi-rural setting. Therefore, its character is unique. Its central location in the state, and its afiliation with a small town, can provide all citizens of the Commonwealth with an opportunity to share in a unique educational experience. The proximity of three larger cities also provides opportunities for urban, social, and cultural life for the student body.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The primary goal of Longwood College is to provide its students with instruction of high quality. For this reason, the majority of the institution's resources are allocated to this effort. The College recognizes, however, that quality instruction and professional activity, especially research, are closely related. Therefore, efforts are made by members of the college community to engage in meaningful research. The College also seeks to serve the public through such activities as providing dinner theatres, fulfilling speaking engagements, and providing recreational activities for area children.

The Institution's Future Directions to 1990

Longwood has no plans to increase the size of the regular session residential student body through 1990. The College's intent is to maintain a steady state in terms of regular session residential students through the decade, with a head-count enrollment of 2,450 predicted for the early years of the decade, and 2,400 for the latter years.

The development of a wide variety of weekend, evening, and summer offerings on campus is in progress. This comprehensive plan is designed to meet the varying needs of adult learners throughout the Commonwealth. Programs centered around the Alumni College concept and the Elderhostel concept will provide educational opportunities for graduates and for senior citizens. In addition, activities such as an enriched fine arts program, made possible by the establishment of the proposed Fine Arts Center, and expansion of the Longwood Archeological Field School will enrich Longwood's outreach to all Virginia citizens during the decades of the 1980's and 1990's.

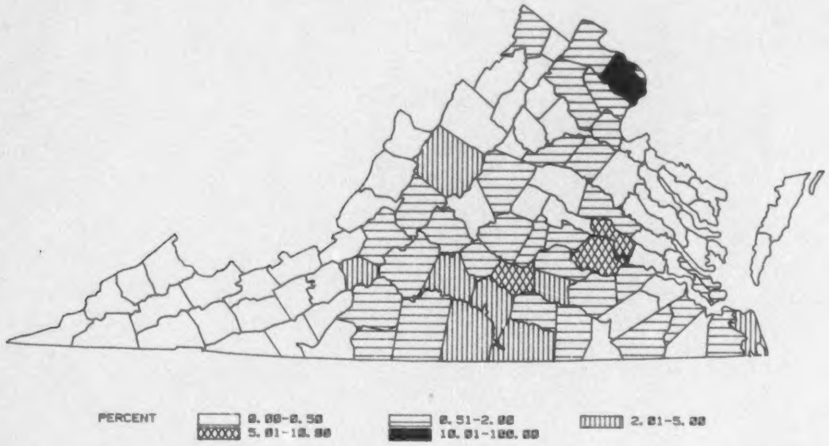
The mix of students by race and sex will be different by 1989-90. The number of minority students is expected to triple, and the number of males is expected to double by that date. Although no plans exist at present to change the admissions standards, it is conceivable that, if applications remain high, some tightening of admissions standards could occur by 1989-90.

The College has received approval to initiate one new program at the bachelor's level (anthropology) and is developing programs in computer science and special education. The College is studying the feasibility of a program in public administration.

Expansion of computer literacy will be a primary concern of the institution during the 1980's. Judicious use of computer-assisted instruction throughout the College will enhance each academic program. Such instruction will not only enable the institution to make more efficient use of teaching time, but also provide an atmosphere of computer awareness for all students which is essential for a broad-based understanding of the modern technological society.

Of equal importance, the College will renew efforts to establish cooperative programs with the public schools of the surrounding counties. Building upon initial contacts made with the Southside Consortium for Special Education, Longwood plans to strengthen its offerings in special education to assist the counties of Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, Nottoway, and Prince Edward in providing educational opportunities for children with exceptional learning conditions.

Percent of Headcount Enrollment by County
Fall 1979


PERCENT
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0.51-2.00
2.01-5.00
5.01-10.00
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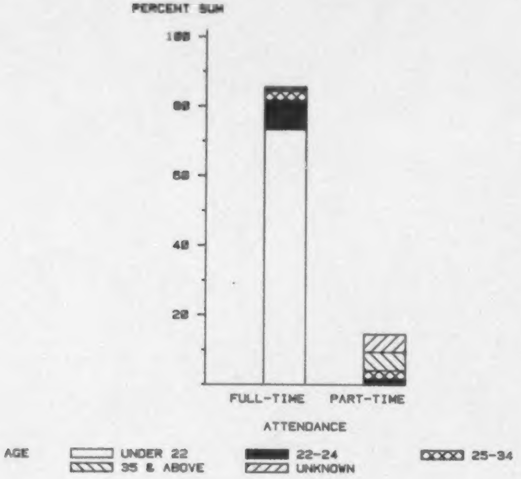
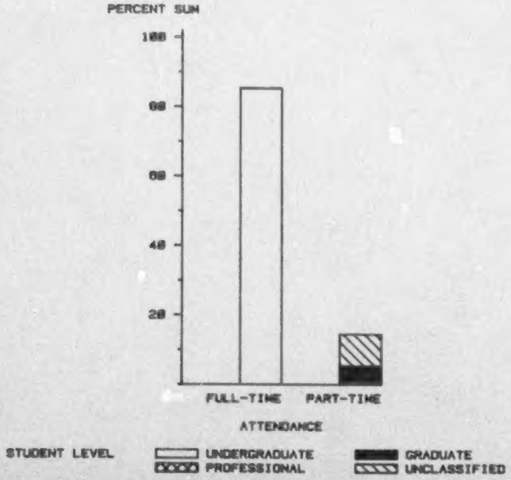
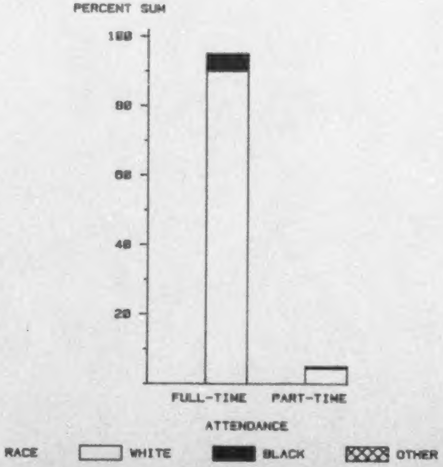
Enrollment by Age
Fall 1979



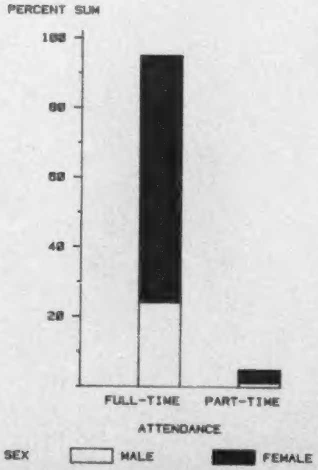
Enrollment by Student Level
Fall 1980



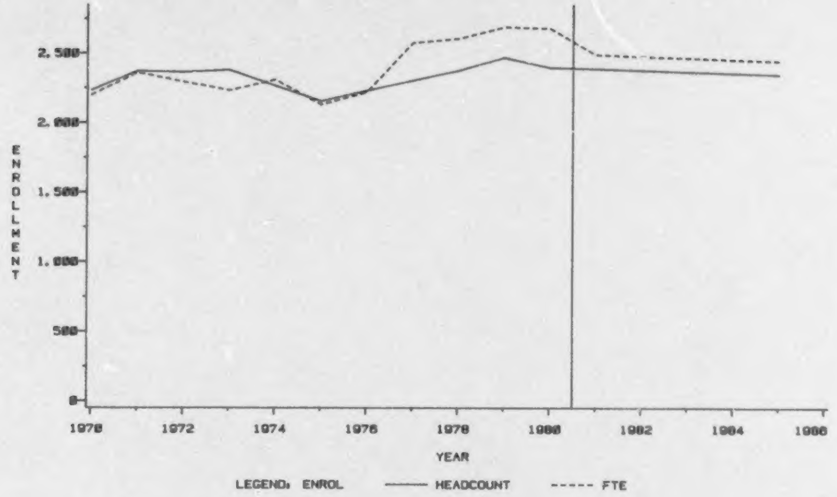
Enrollment by Race
Fall 1980



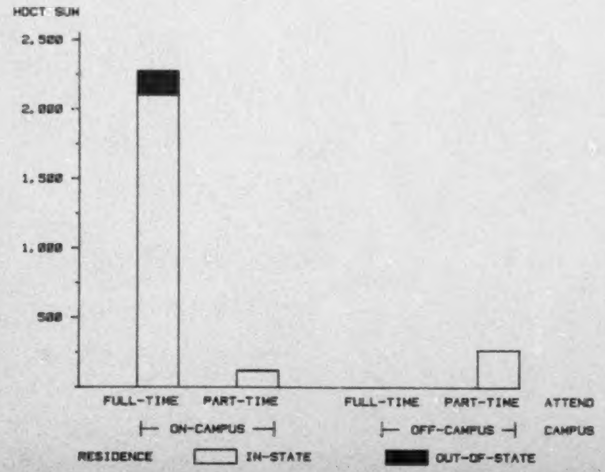
Enrollment by Sex
Fall 1980



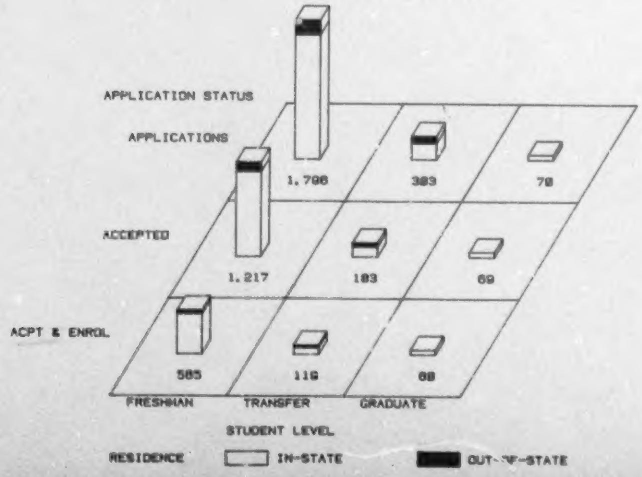
Actual and Projected Enrollment
1970 to 1986



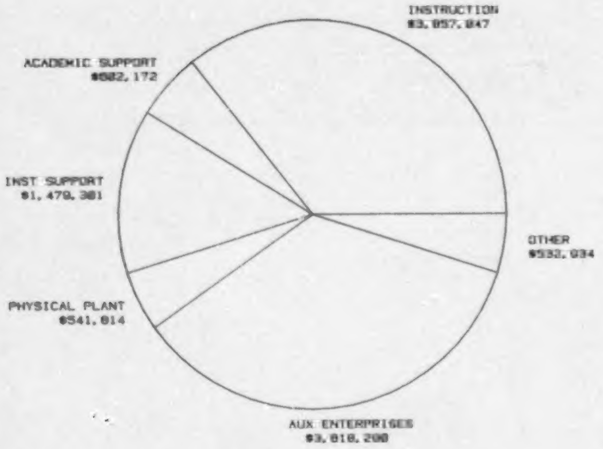
Total Headcount Enrollment
Fall 1980



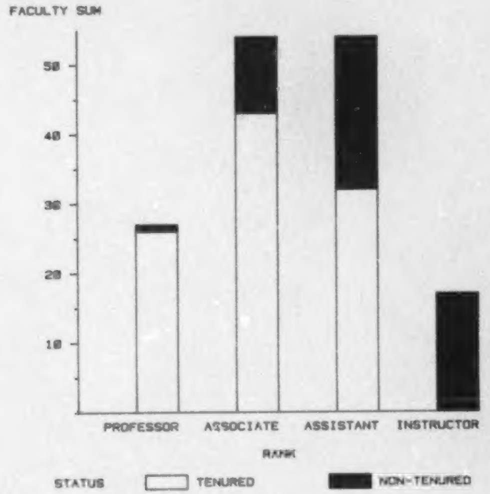
Admission Applications by Level
Fall 1980



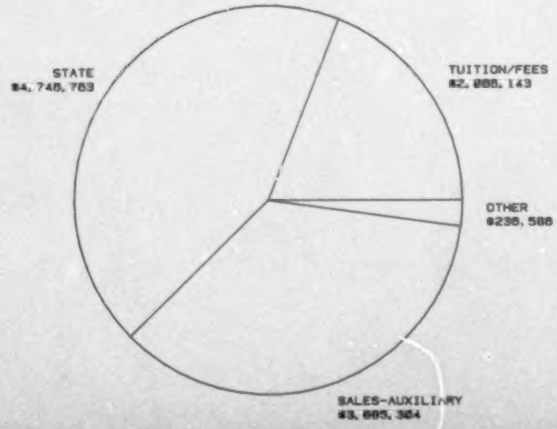
Funds Expenditures
Fiscal Year 1979–80



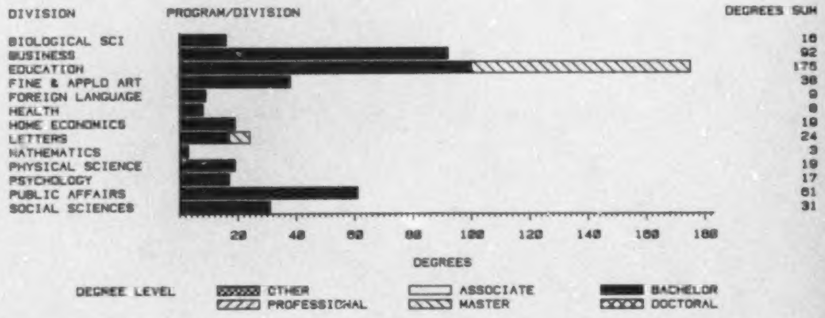
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



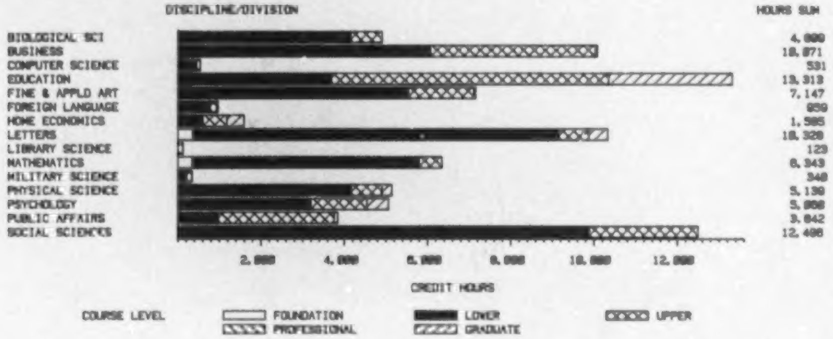
Sources of Funds Revenue
Fiscal Year 1979–80



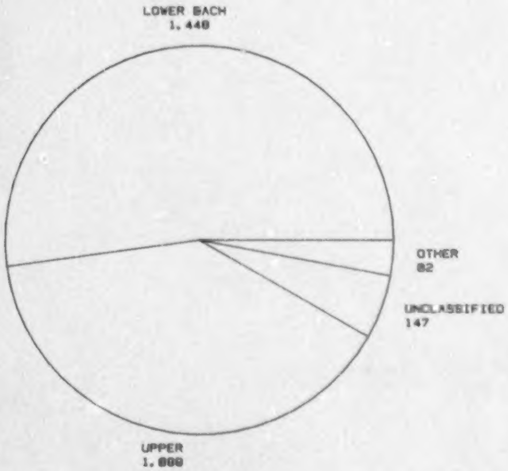
Degrees Conferred
Academic Year 1980–81



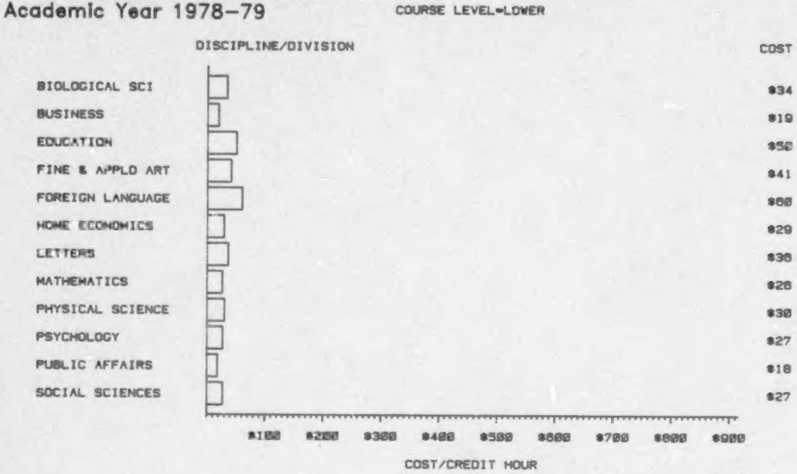
Annual Credit Hours
Academic Year 1980–81



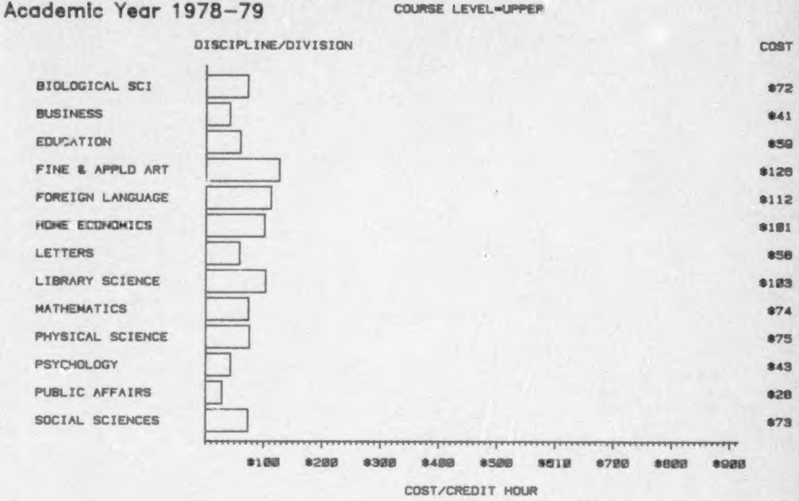
Annual Full-Time-Equivalent Enrollment
Academic Year 1980–81



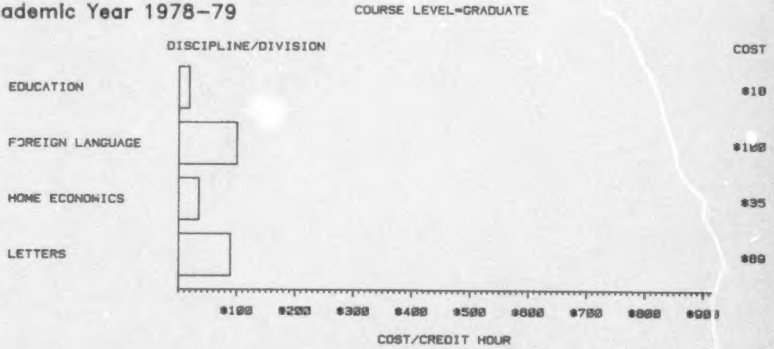
Direct Cost per Credit Hour
Academic Year 1978–79



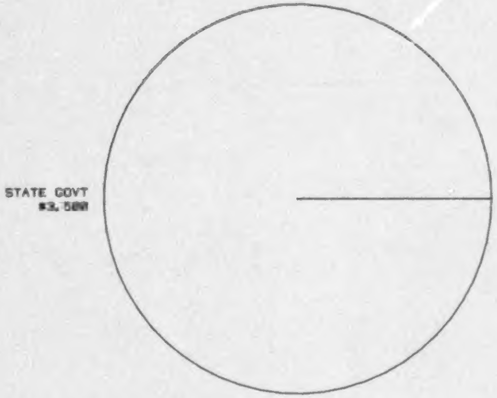
Direct Cost per Credit Hour
Academic Year 1978–79



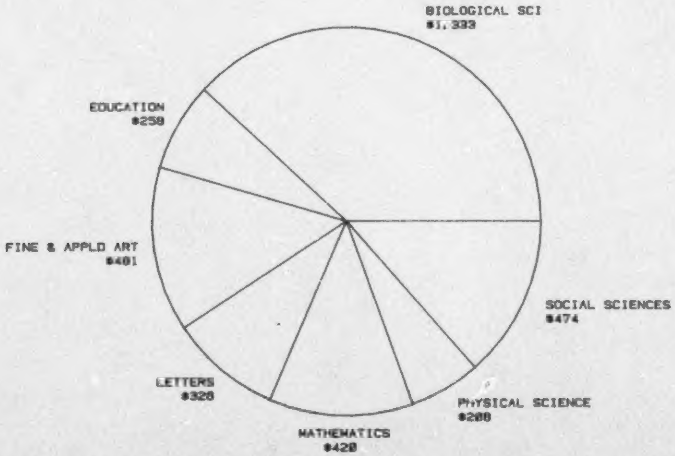
Direct Cost per Credit Hour
Academic Year 1978–79



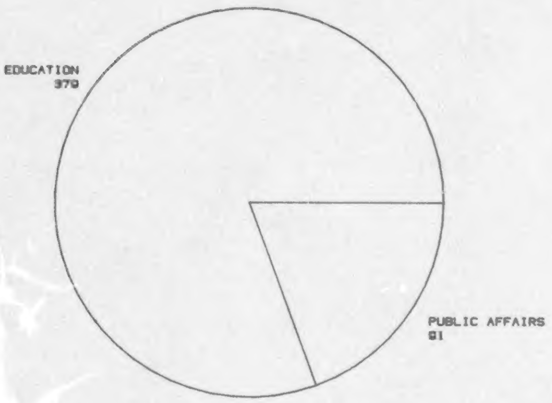
Research Expenditures by Funding Source
Academic Year 1980–81



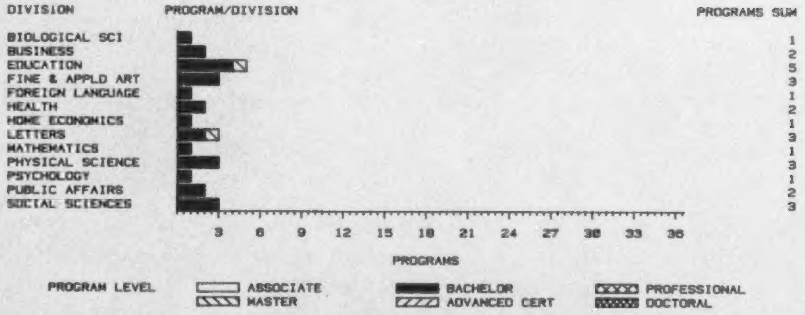
Research Expenditures by Discipline/Division
Academic Year 1980–81



Non-Credit Registrants
Academic Year 1979-80



Approved Degree Programs
Academic Year 1981-82



Programs Approved for Initiation
1982-84

BS. IN ANTHROPOLOGY

Mary Washington College

Fredericksburg

History and Development of the Institution

Mary Washington College was founded in 1908 as the State Normal and Industrial School for Women in Fredericksburg and became affiliated with the University of Virginia in 1944 as its women's undergraduate liberal arts college. In 1970 the College became coeducational and in 1972, by action of the General Assembly of Virginia, the College became an independent, state-supported institution with its own governing board.

The College is primarily an undergraduate institution with the large majority of its students living on campus. Its limited graduate offering is designed for part-time, commuting students. Through an emphasis on quality, Mary Washington attracts students from all areas of Virginia, particularly the urban areas of Northern Virginia, Richmond, and Tidewater. Approximately 25 percent of its dormitory students are from other states and foreign countries, with the largest proportion coming from Southern, Middle Atlantic, and New England states. Located in the middle of a rapidly growing Washington-Richmond "urban corridor," Mary Washington serves the educational needs of both a full-time and part-time commuting clientele through the utilization of its resources in the evenings and on weekends.

The College is organized into academic departments of one or more disciplines and offers 35 undergraduate programs in the liberal arts and sciences and compatible professional fields leading to the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Medical Technology, and Bachelor of Liberal Studies. It also offers an interdisciplinary graduate degree, the Master of Arts in Liberal Studies.

To fulfill the needs and interests of citizens in the region through the most effective use of existing resources, Mary Washington works in close cooperation with its neighboring state-supported institutions in planning and implementing new higher educational opportunities.

Purpose of the Institution

Mary Washington has historically focused on the liberal arts and sciences with the pursuit of academic excellence as the core of a value system which is emphasized throughout the College. This commitment to excellence and liberal learning will continue in the years ahead.

Believing that a broad liberal education based upon freedom of inquiry, personal responsibility, and intellectual integrity is the best preparation for citizenship and career, the College requires its undergraduates to pursue studies in the arts, the humanities, and the sciences as a necessary supplement to their concentration in a particular field.

As a small, predominantly residential, undergraduate institution of the liberal arts and sciences, Mary Washington is distinctive within the Virginia system of higher education by providing a small college alternative to qualified students.

Mary Washington is sensitive to the educational needs of the citizens within its commuting region and has established undergraduate and graduate degree programs designed especially for adult part-time students. The College will continue to assess its full-time and part-time offerings and, when needed, propose curriculum changes to fulfill its continuing education commitment to the population within the area.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The College has adopted as its most pervasive and important function the provision of instruction of the highest quality. The goal of that instruction is to offer students learning opportunities that will provide them with a sound general education, sensitize them to their responsibility as citizens in the broader community, offer them the means to achieve the highest possible degree of self-realization, and enable them to develop the skills and abilities necessary for life-long learning and productive and creative lives.

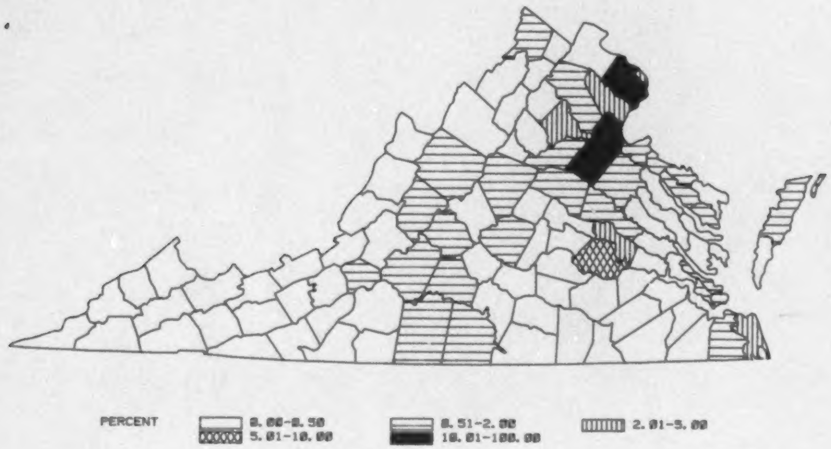
The College encourages individual and departmental research necessary to support the teaching processes and the undergraduate and graduate academic programs of the institution.

Mary Washington's public and community service activities offered on-and-off-campus provide citizens with continuing educational opportunities and assist in meeting special community needs. The College's new "Center for Historic Preservation," designed to support the undergraduate degree program in historic preservation and to provide specialized services to preservation-related organizations and interested individuals, is unique within Virginia and the region.

The Institution's Future Directions to 1990

In the decade of the 1980's, as the College evaluates its offerings, it will build upon its high quality liberal arts and science programs and propose curricular additions specifically designed to meet new and increased demands. Mary Washington will continue to emphasize residential undergraduate liberal education and will also offer, within the liberal arts context, a limited number of compatible undergraduate and master's level programs designed primarily for commuting students. Complementing the Master of Arts in Liberal Studies, the College will initiate a master's degree program in business administration in 1982 and a master's degree program in public administration in 1983. A graduate program in historic preservation is envisioned to begin later in the 1980's.

Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
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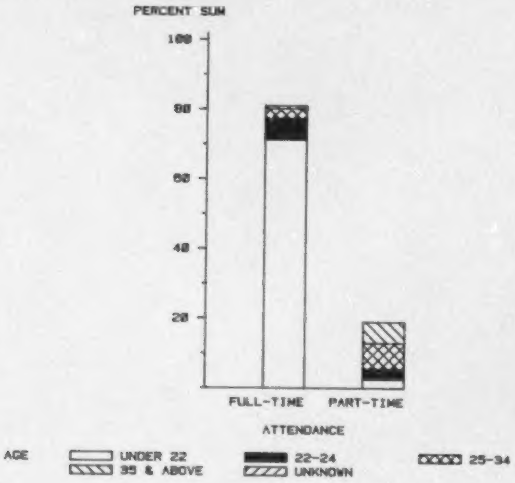
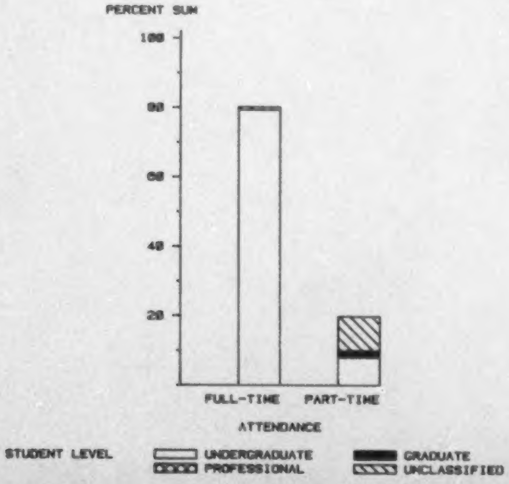
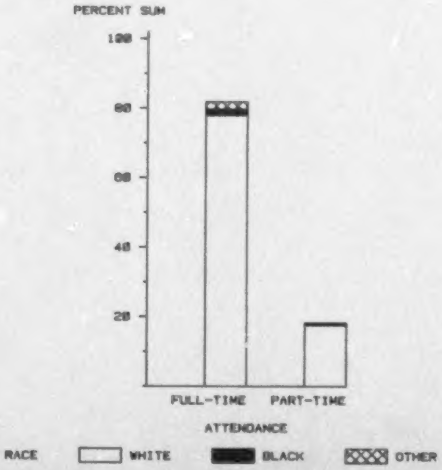
Enrollment by Age
Fall 1979



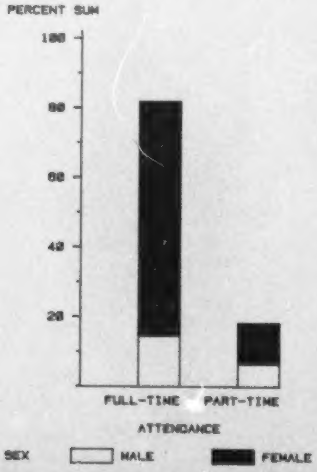
Enrollment by Student Level
Fall 1980



Enrollment by Race
Fall 1980

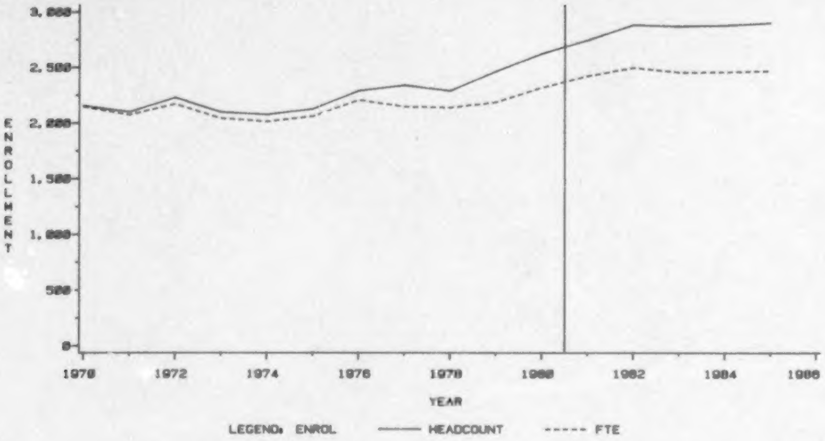


Enrollment by Sex
Fall 1980



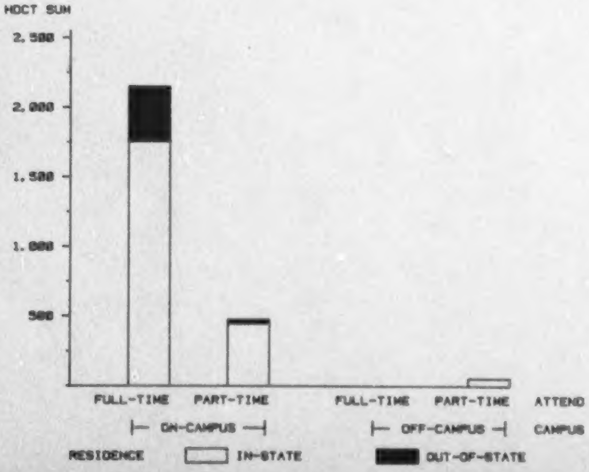
Actual and Projected Enrollment

1970 to 1986



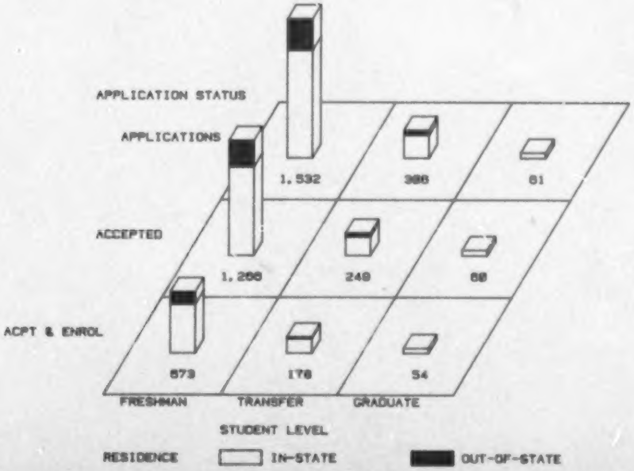
Total Headcount Enrollment

Fall 1980

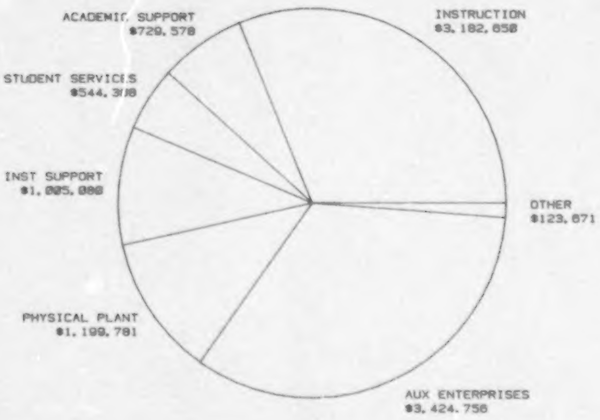


Admission Applications by Level

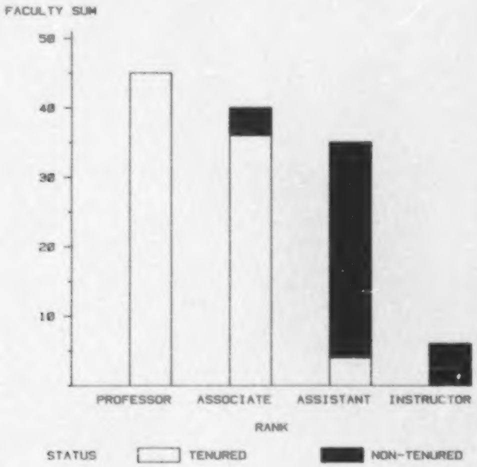
Fall 1980



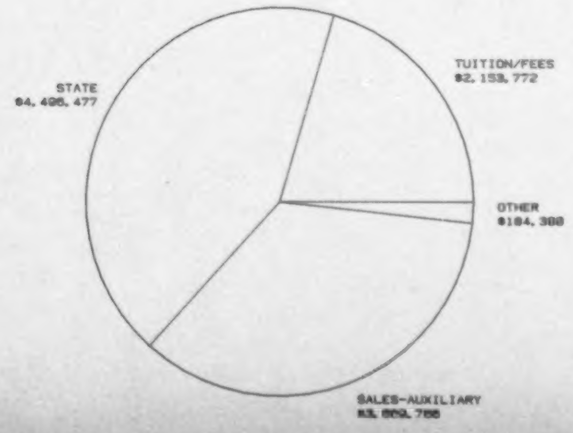
Funds Expenditures
Fiscal Year 1979–80



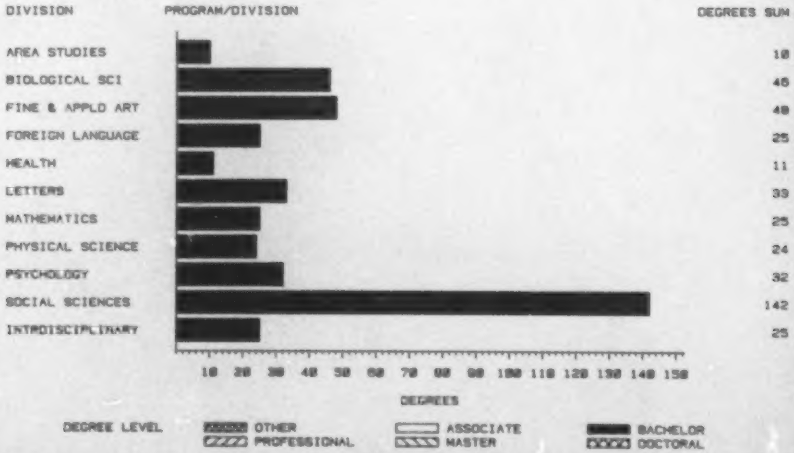
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80

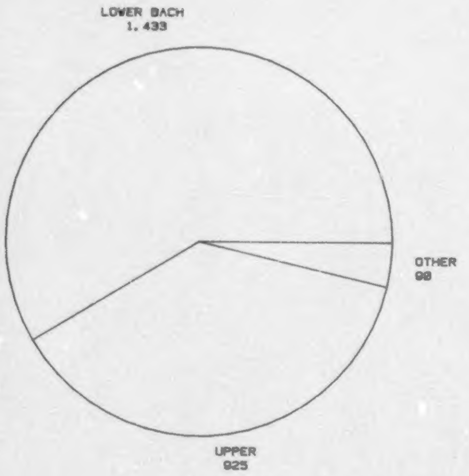


Degrees Conferred
Academic Year 1980–81



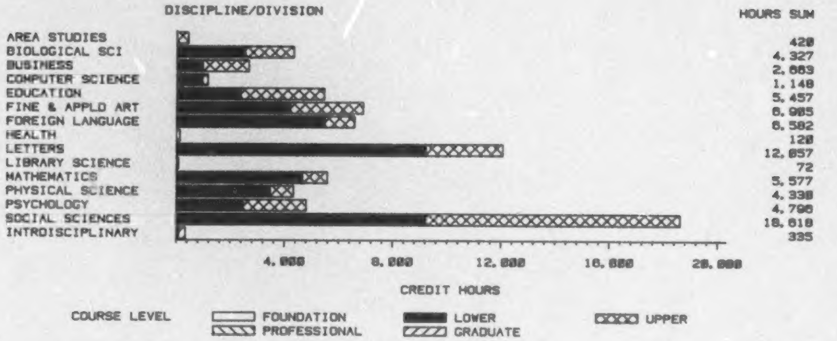
Annual Full-Time-Equivalent Enrollment

Academic Year 1980-81



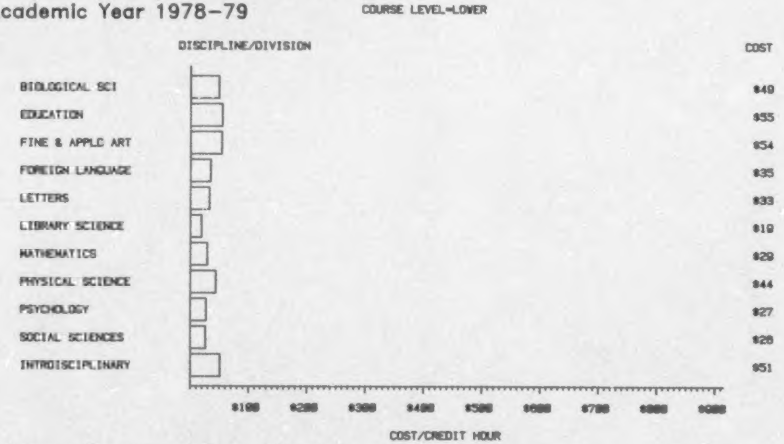
Annual Credit Hours

Academic Year 1980-81



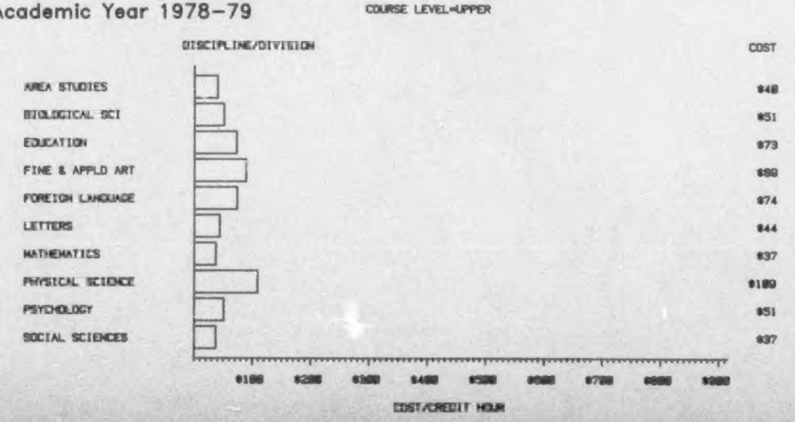
Direct Cost per Credit Hour

Academic Year 1978-79

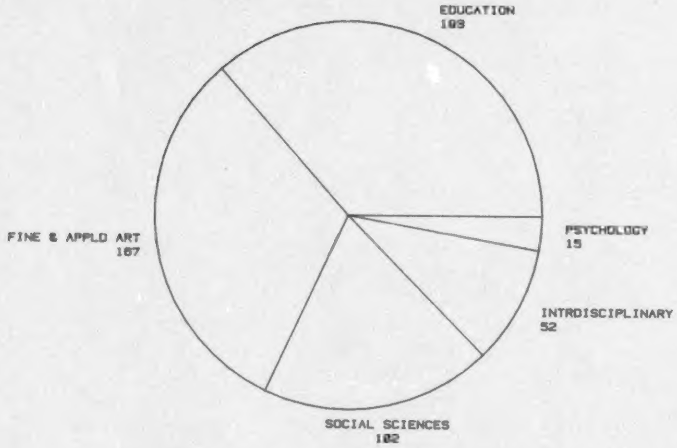


Direct Cost per Credit Hour

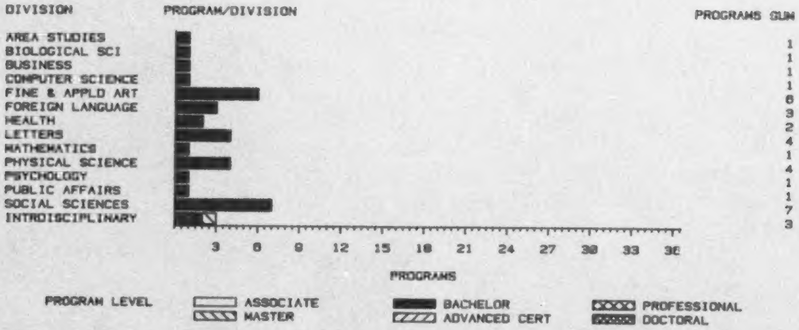
Academic Year 1978-79



Non–Credit Registrants
Academic Year 1979–80



Approved Degree Programs
Academic Year 1981–82



Programs Approved for Initiation
1982–84

MBA. IN BUSINESS ADMINISTRATION
MPA. IN PUBLIC ADMINISTRATION

Norfolk State University

Norfolk

History and Development of the Institution

Norfolk State University was founded in 1935 as the Norfolk unit of Virginia Union University. In 1942 Norfolk Polytechnic College was chartered to take over the functions and assets of the Norfolk unit of Virginia Union University; in 1944, by act of the General Assembly, the responsibility for the institution was transferred to Virginia State College.

To provide space for expansion, the City of Norfolk gave approximately 50 acres of land as a permanent campus for the College; construction began at the site in 1953. In 1956 the College was authorized to offer junior and senior college curricula terminating in the bachelor's degree. Because of its continued growth, the institution was separated from Virginia State in 1969 and established as an independent state-supported institution. The College received approval in 1973 to grant the master's degree. The 1969 sessions of the General Assembly changed the name of the institution to Norfolk State University.

Norfolk State University is a coeducational urban institution offering curricula in liberal arts and sciences, technology, and professional programs at the associate, baccalaureate, and master's levels. The enrollment at the institution in 1980-81 was 7,286. In-state students constitute nearly 90 percent of the total enrollment; 65 percent reside in the Tidewater area, and 35 percent are from non-commuting distances. Out-of-state enrollment has increased over the last five years, and it is anticipated that this trend will continue. The ratio of male to female students is approximately 40/60.

Students at the institution, while receiving degrees in a variety of disciplines, are concentrated in business, education, the natural and health sciences, and the social sciences. The academic organization of the institution currently includes nine schools and 30 departments.

Programmatic emphases include bachelor's programs in the sciences and allied health professions, urban planning, business, technology, and education. At the master's level the institution continues to develop its human resources program, which includes urban affairs, gerontology, community psychology, communication, mass communications, special education, fine arts, and business. The institution will propose future program development in the areas of technology, business, education, science, and the allied health areas at either the bachelor's or master's levels.

In order to improve access for community college transfer students, the institution has a special relationship with the Virginia Community College System through credit transfer agreements in several areas. It also has agreements with Old Dominion University, Virginia Polytechnic Institute and State University, and Christopher Newport College. Norfolk State and Old Dominion also have a program of inter-campus registration, matriculation, and credits transfer. Norfolk State participates in a doctoral program in psychology which is offered jointly by Eastern Virginia Medical School, The College of William and Mary, and Old Dominion University.

Purpose of the Institution

Historically the purpose of the institution was to provide services for black Virginians who did not otherwise have the opportunity to receive a traditional form of higher education. Its current purpose is to expand that same opportunity to the larger community. Norfolk State will continue to emphasize the education of persons who constitute a non-traditional clientele and are desirous of developing their full educational potential. The institution strives to maintain a high level of academic and professional standards while providing alternative models for higher education.

Although Norfolk State University is located in the Tidewater area, it serves the entire Commonwealth and the nation. In addition, the institution serves a vital function as a provider of education for community college graduates at the upper level. Although the University's location is in downtown Norfolk, the institution provides off-campus services at various locations.

The School of General and Continuing Education offers a wide range of educational programs for individuals and organizations either on the Norfolk State campus or at appropriate locations. Included in the school are the Evening College Department, the Adult and Public Service Department, and the General Studies Department.

Extent of the Institution's Mix of Instruction, Research, and Public Service

Norfolk State University considers instruction its highest priority; at the same time, research is regarded as an integral part of the teaching process. Independent, cooperative, unfunded, and sponsored research are conducted within the institution. With an anticipated expansion in graduate programs, the University will increase its involvement in research.

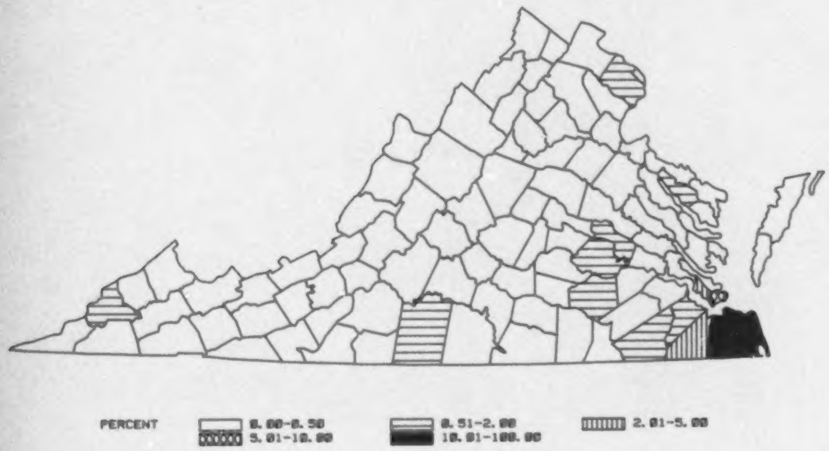
Public service has also been central to the philosophy and mission of Norfolk State University. While many of the public service programs are implemented through the School of General and Continuing Education and the Evening College, involvement in public service is manifested in the overall University program. The physical facilities and resources of the University are used by the community, and the faculty and staff provide technical assistance and professional leadership for community organizations and activities. For example, the University has special laboratory programs for elementary, secondary, and adult students whose competencies in basic skills need strengthening. Instructional activities are provided in the areas of reading, language arts, mathematics, and speech.

The institution offers 64 programs (seven associate, 13 master's, and 47 baccalaureate degree programs). In addition to a wide variety of non-funded research, funded research is being conducted in biomedicine, mathematical sciences, pollution control, atomic energy, environmental sciences, human resources, and ecology. The institution's funded research has an approximate annual dollar value of $750,000. The approximate annual dollar value of non-funded research is $600,000.

The Institution's Future Directions to 1990

Norfolk State expects to have a moderate increase in enrollment for the next five years, then remain relatively stable through 1990. This increase is anticipated as a result of student transfer agreements with the Virginia Community College System and the addition of new programs. The institution will be implementing several new programs over the next five years at the undergraduate and graduate levels. An increase in faculty is expected to accompany any increase in students.

Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
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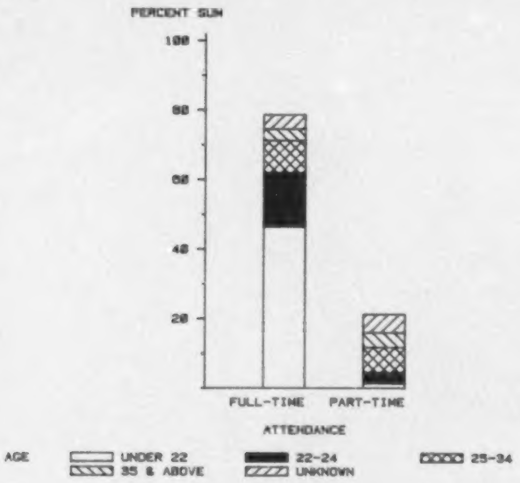
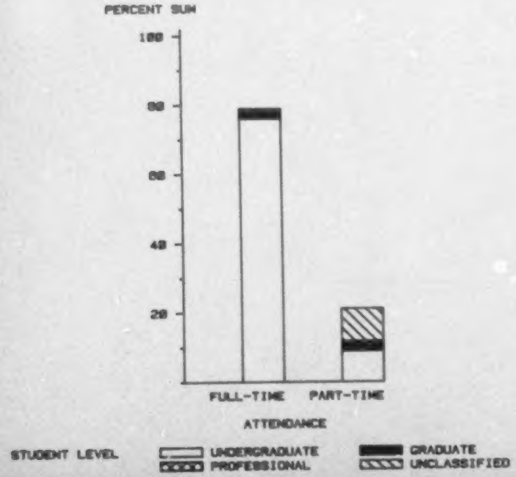
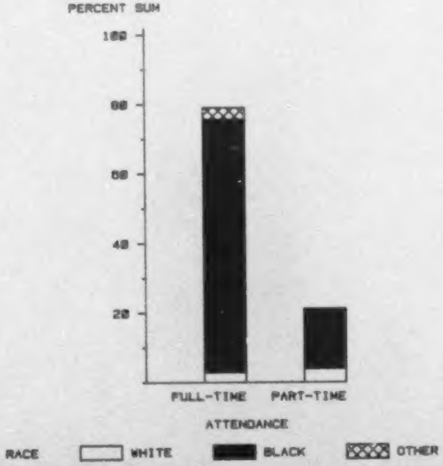
Enrollment by Age
Fall 1979



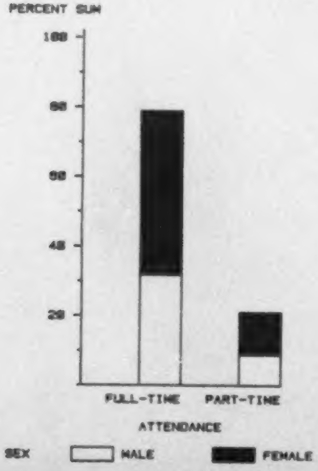
Enrollment by Student Level
Fall 1980



Enrollment by Race
Fall 1980

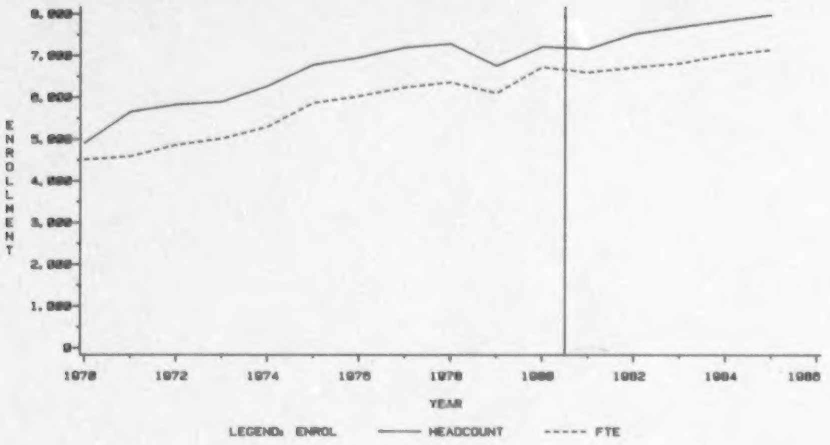


Enrollment by Sex
Fall 1980



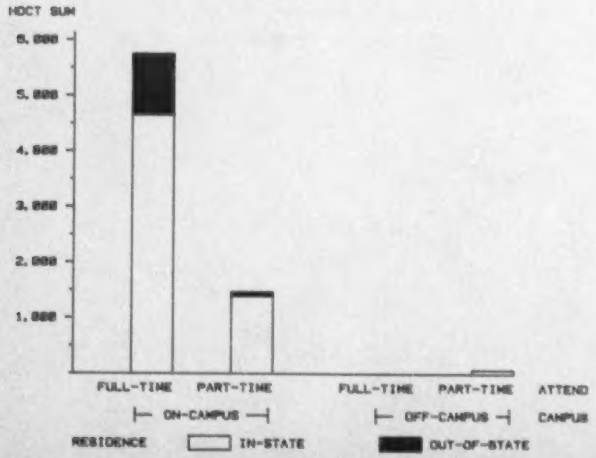
Actual and Projected Enrollment

1970 to 1986



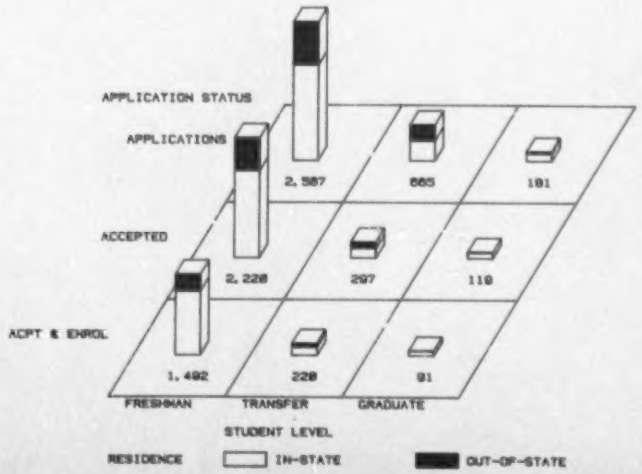
Total Headcount Enrollment

Fall 1980

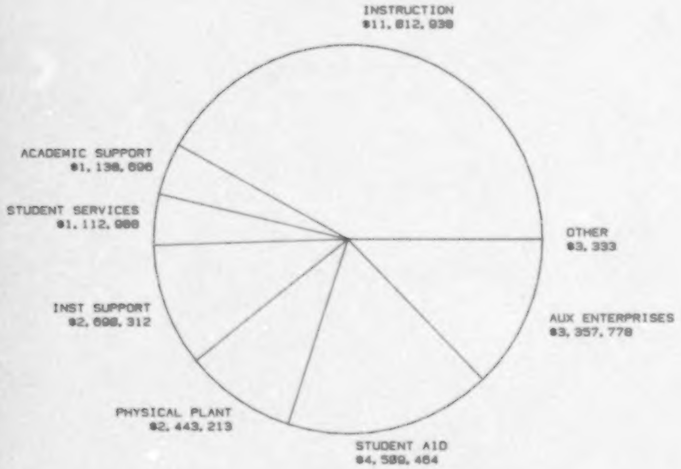


Admission Applications by Level

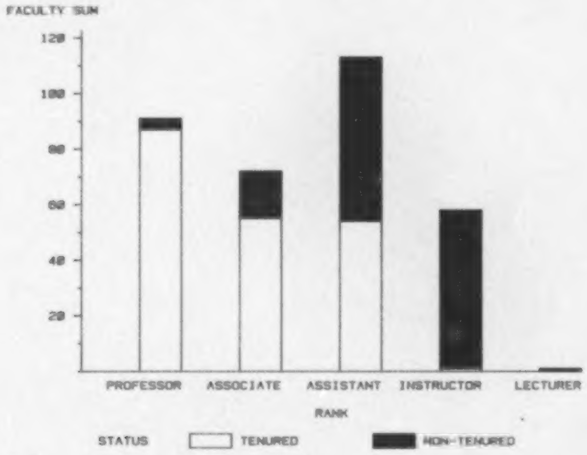
Fall 1980



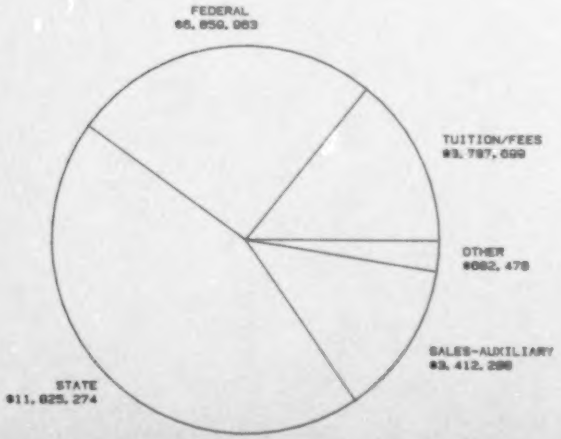
Funds Expenditures
Fiscal Year 1979–80



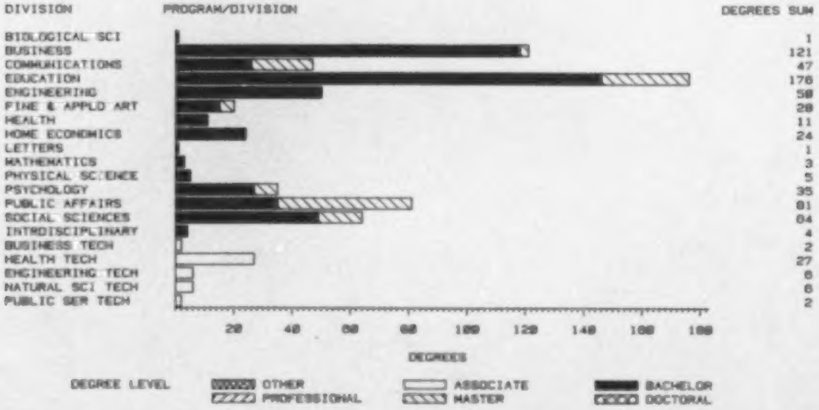
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80

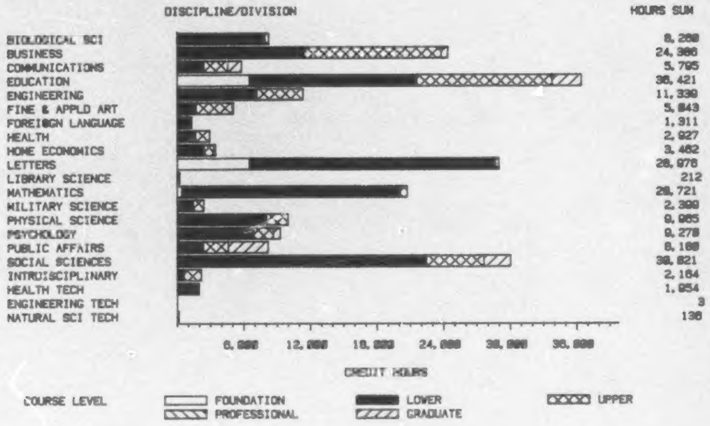


Degrees Conferred
Academic Year 1980–81



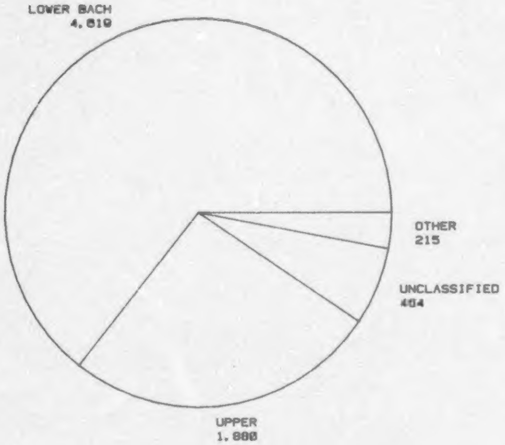
Annual Credit Hours

Academic Year 1980–81



Annual Full-Time-Equivalent Enrollment

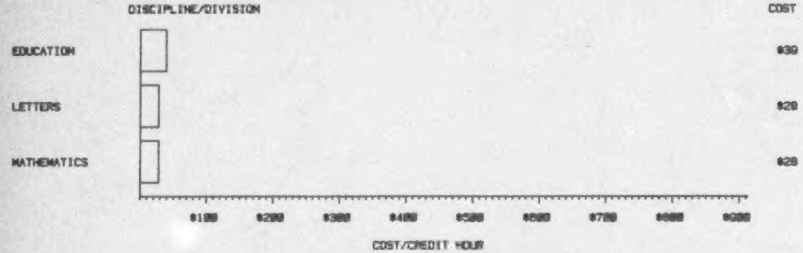
Academic Year 1980–81



Direct Cost per Credit Hour

Academic Year 1978–79

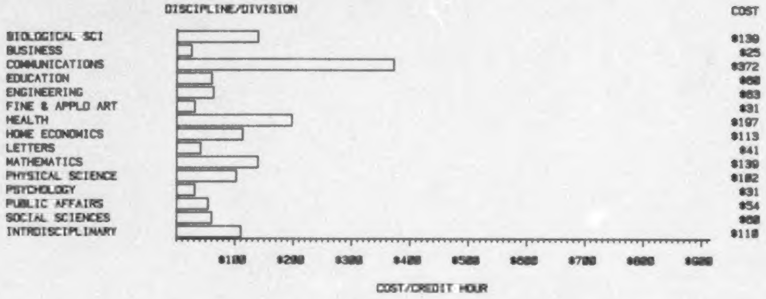
COURSE LEVEL=FOUNDATION



Direct Cost per Credit Hour

Academic Year 1978–79

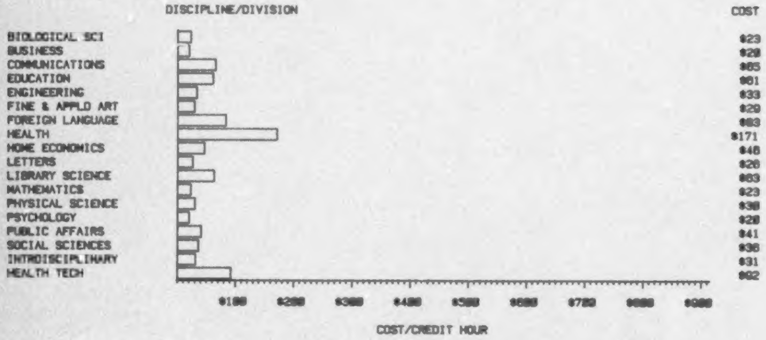
COURSE LEVEL=UPPER



Direct Cost per Credit Hour

Academic Year 1978–79

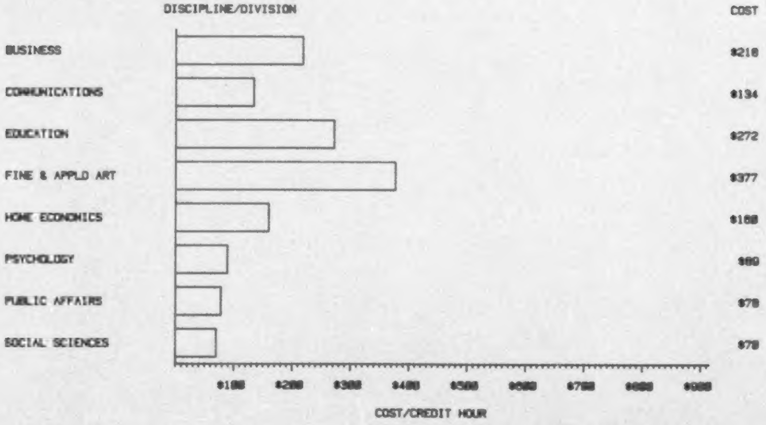
COURSE LEVEL=LOWER



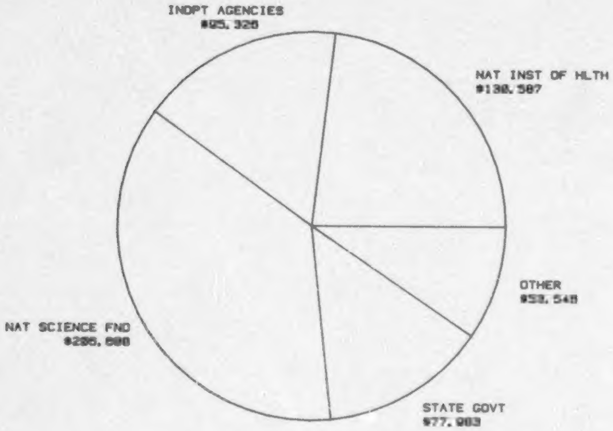
Direct Cost per Credit Hour

Academic Year 1978–79

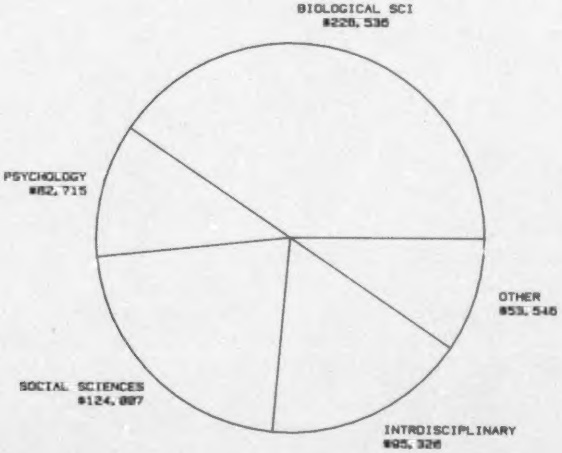
COURSE LEVEL=GRADUATE



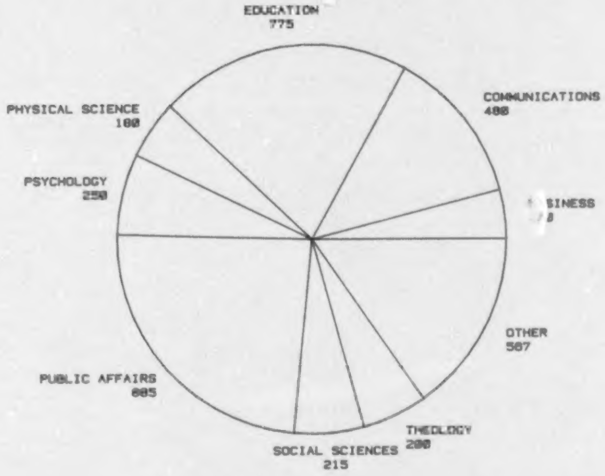
Research Expenditures by Funding Source
Academic Year 1980–81



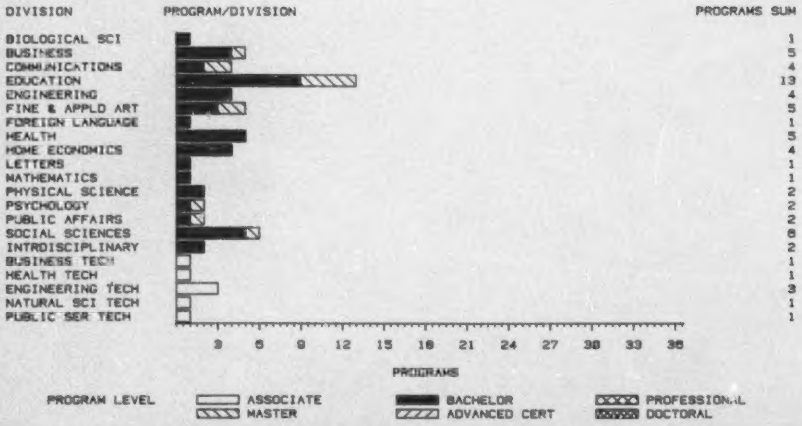
Research Expenditures by Discipline/Division
Academic Year 1980–81



Non–Credit Registrants
Academic Year 1979–80



Approved Degree Programs
Academic Year 1981–82



Programs Approved for Initiation
1982–84

BS. IN COMPUTER SCIENCE
BS. IN DEVELOPMENTAL AND DIAGNOSTIC READING
BSW. IN MEDICAL SOCIAL WORK
MS. IN GERONTOLOGY

Old Dominion University

Norfolk

History and Development of the Institution

Although the College of William and Mary offered extension courses in Norfolk as early as 1919, Old Dominion University had its formal beginning in 1930 when it opened as the Norfolk Division of the College of William and Mary. It was not until 1954, however, that the institution was authorized to offer baccalaureate programs. In 1962 the state legislature made the institution independent of the College of William and Mary, and shortly thereafter the new Board of Visitors adopted, with General Assembly approval, the name Old Dominion College. In 1968, the Board asked for legislative approval to change the name of the institution to Old Dominion University. The name was changed on September 1, 1969.

The University today has a student body of approximately 15,000, equally divided between males and females. Fifty-nine percent are full-time students. Eighty-four percent are Virginia residents.

The University is organized into six schools: Arts and Letters, Business Administration, Education, Engineering, General and Continuing Studies, and Sciences and Health Professions. Master's degree programs are offered in several of the arts and sciences disciplines, business administration, accounting, education, engineering, public administration, urban studies, and health professions. Certificates of Advanced Study are offered in two areas of education. Doctoral programs are offered in selected areas: biomedical sciences, engineering, mathematics, oceanography, physics, psychology (both clinical and industrial/organizational) and urban services with components of urban management and urban education. A doctoral program in ecological sciences will begin in Fall 1982. The University has cooperative programming arrangements with Norfolk State University, the Eastern Virginia Medical Authority, The College of William and Mary, Christopher Newport College, Tidewater Community College, and Virginia Polytechnic Institute and State University.

Purpose of the Institution

Old Dominion is an urban university with the primary mission of meeting the educational and professional needs of Eastern Virginia. At the undergraduate level it emphasizes a comprehensive program of liberal arts, sciences, and selected professional programs. Graduate offerings address the region's needs for advanced professional education and for certain specialized programs. Old Dominion's seven areas of specialization are administration, applied science and technology, the development of urban education, fine and performing arts, health-related studies, international studies, and marine and environmental studies.

While basic or pure research is encouraged, emphasis is given to applied research because of the University's special responsibilities to the region it serves.

Old Dominion University has a broad program of continuing education. It is committed to extending its service throughout the region and therefore offers undergraduate and graduate courses at many off-campus sites. It also offers a wide variety of non-credit courses, seminars, and short courses for individuals interested in personal enrichment and career development. Through these means the institution serves over 28,000 people annually.

The University seeks to admit all applicants who can demonstrate the probability of successfully completing their degree requirements. The composition of the student body reflects a diverse constituency with regard to age, sex, racial, socioeconomic, and geographic backgrounds. The University believes that this diversity enhances its educational programs and atmosphere.

Extent of the Institution's Mix of Instruction, Research and Public Service

As a doctoral degree-granting university, Old Dominion highlights the three primary functions of teaching, research, and public service, and each is regarded as important.

The commitment of the University to the region it serves affects the nature of research and related forms of scholarly endeavor undertaken by its faculty. Through contracts with NASA's Langley Center, faculty and electrical students are engaged in work involving civil, and mechanical engineering, chemistry, biology, physics, and geophysics. Faculty are also engaged in research and scholarship in oceanography, education, business, health, humanities, and social and behavioral sciences. In 1980-81, 199 faculty members received more than $4.5 million in public and private research funds.

The University meets its public service responsibilities through a wide variety of cultural, recreational, and educational programs. It sponsors community ballet; theatrical, musical, and athletic performances; lectures; and symposia. It provides workshops, conferences, and in-service programs for health and mental health workers, educators, business people, public officials, social service workers, and other groups.

The Institution's Future Directions to 1990

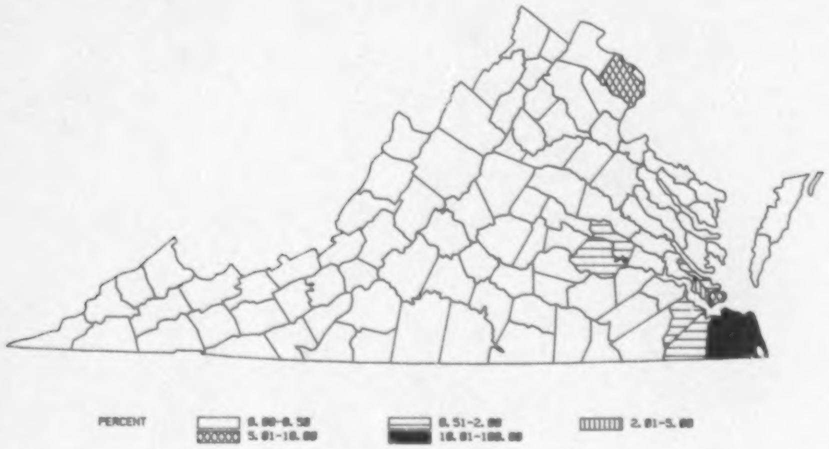
Old Dominion will continue to develop its urban and regional mission while expanding its enrollment by about 1,300 students with no major changes in the makeup of its constituency. The institution expects to strengthen programs at the undergraduate and graduate levels in the seven areas of specialization recognized by the University as essential to the fulfillment of its mission. New graduate and undergraduate programs will seek to meet the unique needs of the Tidewater area.

The University's research effort will be expanded to include problems relating to the urban environment of the Tidewater region, particularly in the applied social, behavioral, and physical sciences.

Public service will receive an increased emphasis through programs offered both on and off-campus.

As a means of enhancing the quality and scope of higher education services in Eastern Virginia, Old Dominion will seek to continue its cooperative relationships with nearby institutions of higher education.

Percent of Headcount Enrollment by County
Fall 1979


PERCENT
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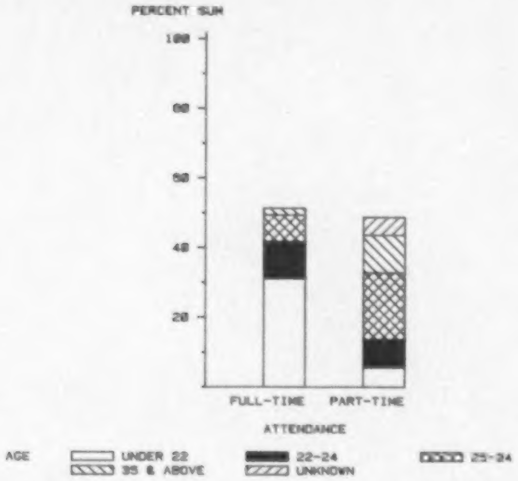
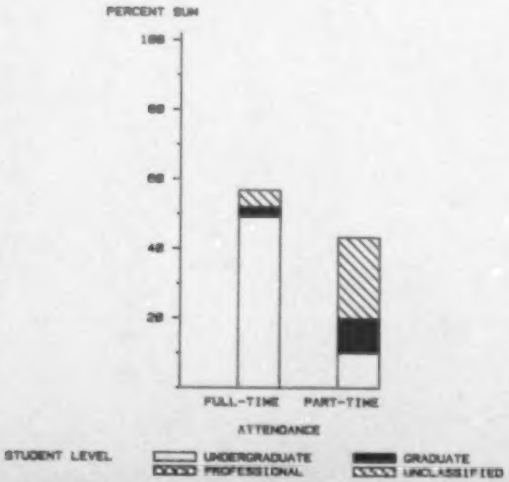
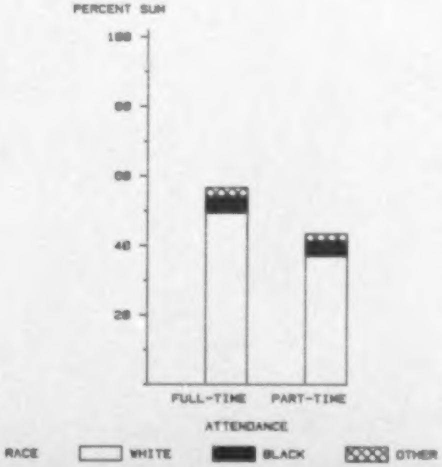
Enrollment by Age
Fall 1979



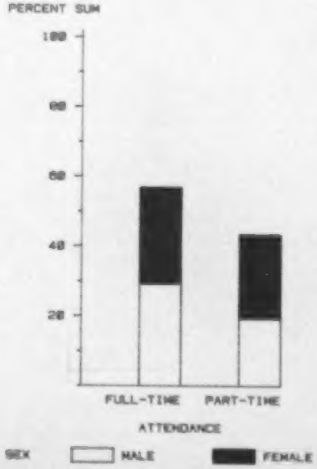
Enrollment by Student Level
Fall 1980



Enrollment by Race
Fall 1980

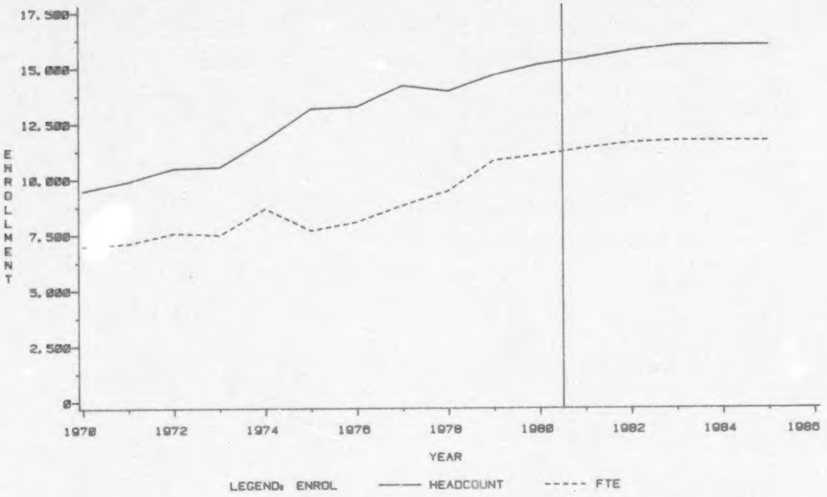


Enrollment by Sex
Fall 1980



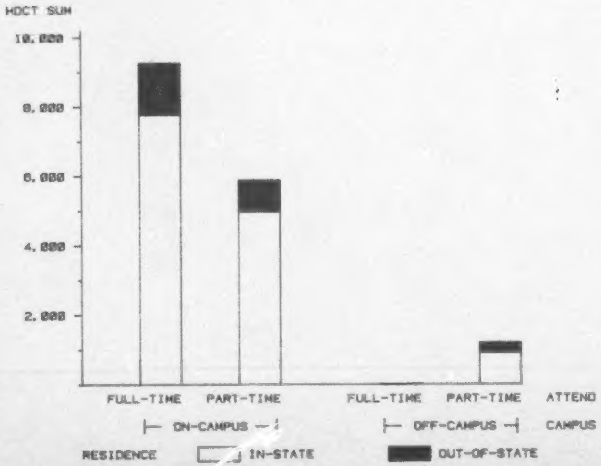
Actual and Projected Enrollment

1970 to 1986



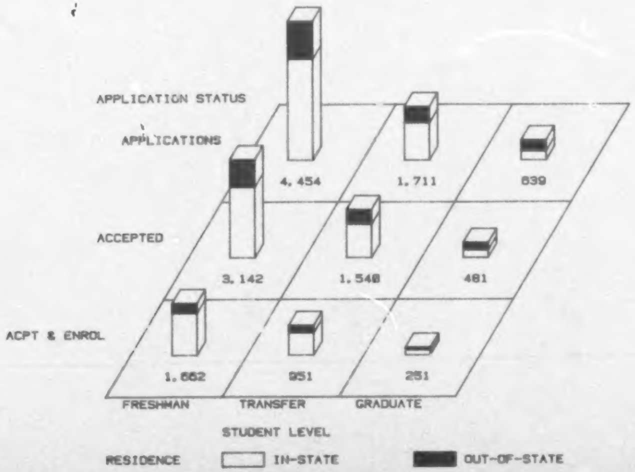
Total Headcount Enrollment

Fall 1980

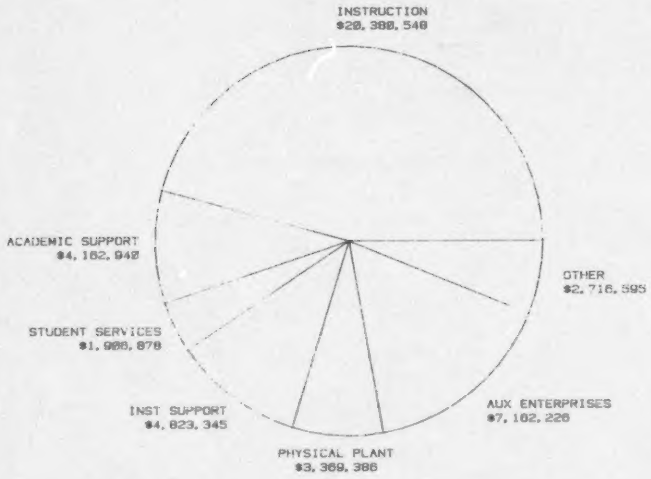


Admission Applications by Level

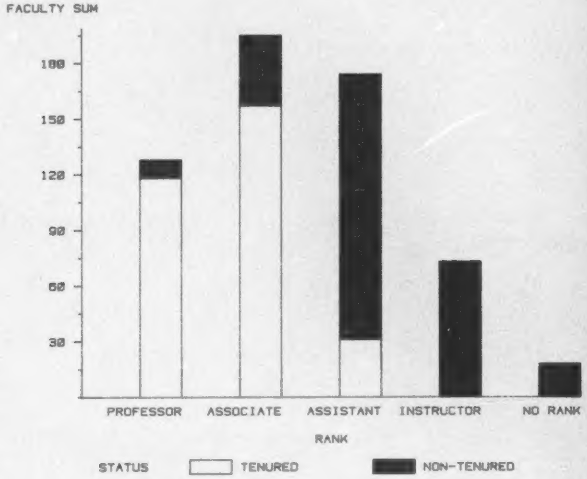
Fall 1980



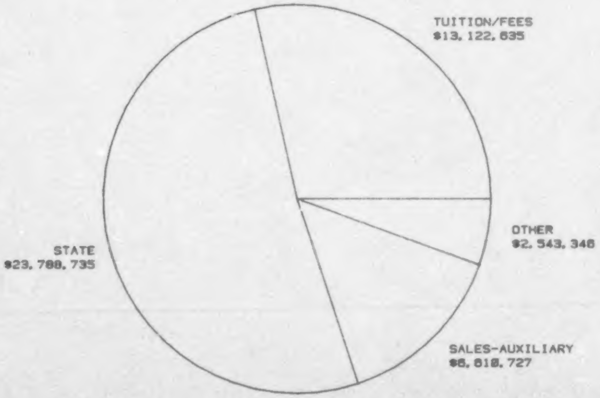
Funds Expenditures
Fiscal Year 1979–80



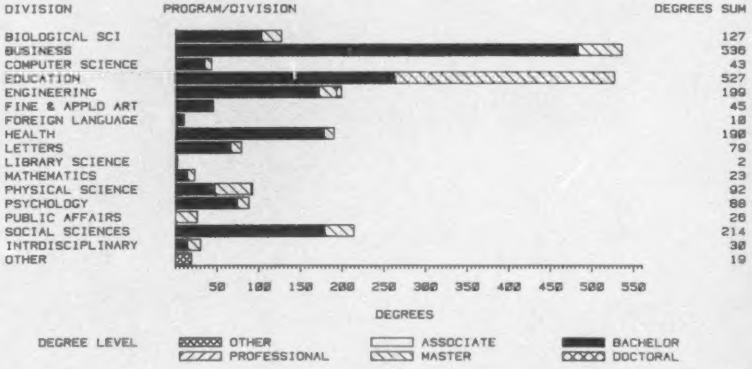
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



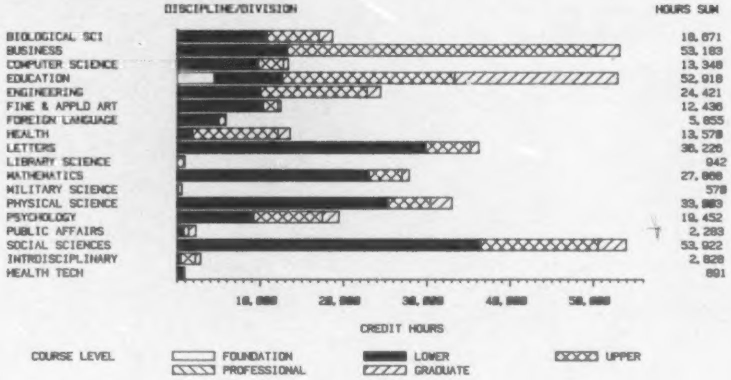
Sources of Funds Revenue
Fiscal Year 1979–80



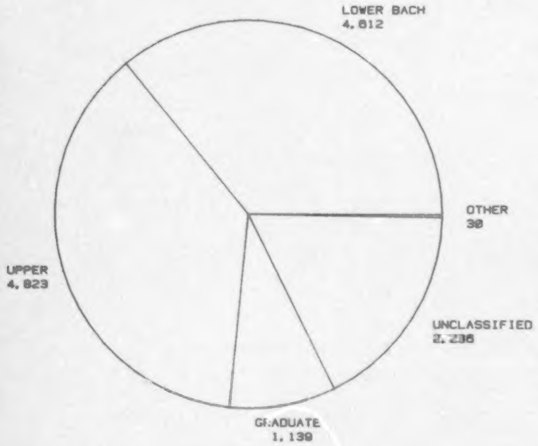
Degrees Conferred
Academic Year 1980–81



Annual Credit Hours
Academic Year 1980–81

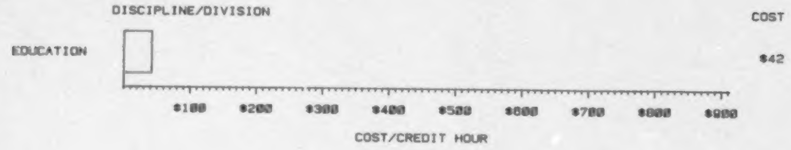


Annual Full-Time-Equivalent Enrollment
Academic Year 1980–81



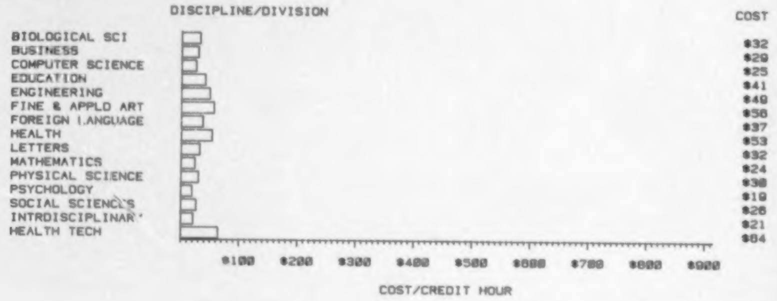
Direct Cost per Credit Hour

Academic Year 1978–79 COURSE LEVEL=FOUNDATION



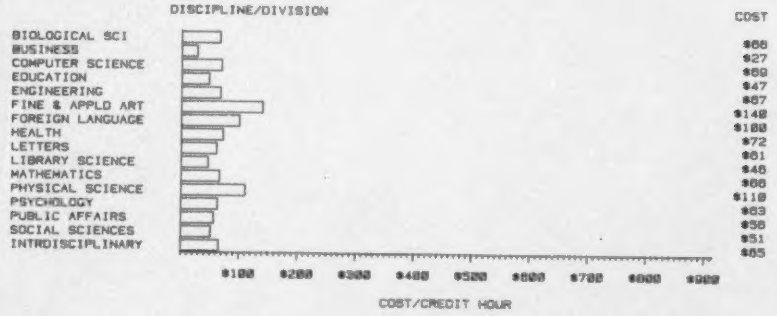
Direct Cost per Credit Hour

Academic Year 1978–79 COURSE LEVEL=LOWER



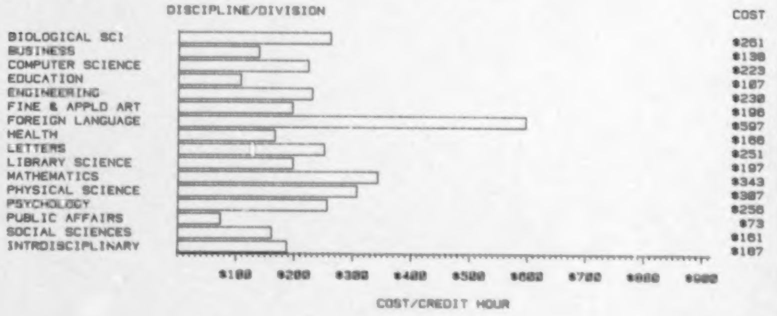
Direct Cost per Credit Hour

Academic Year 1978–79 COURSE LEVEL=UPPER

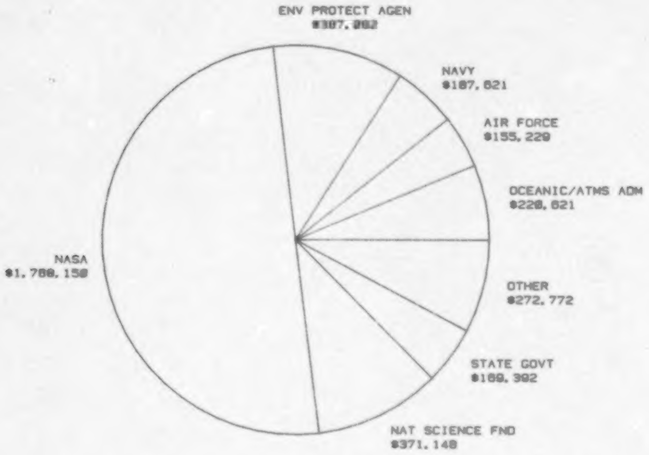


Direct Cost per Credit Hour

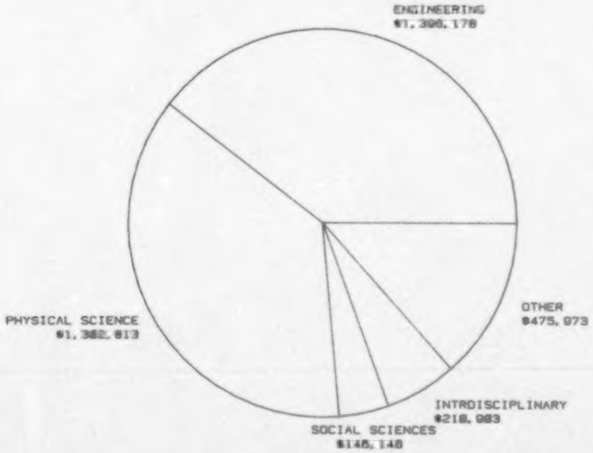
Academic Year 1978–79 COURSE LEVEL=GRADUATE



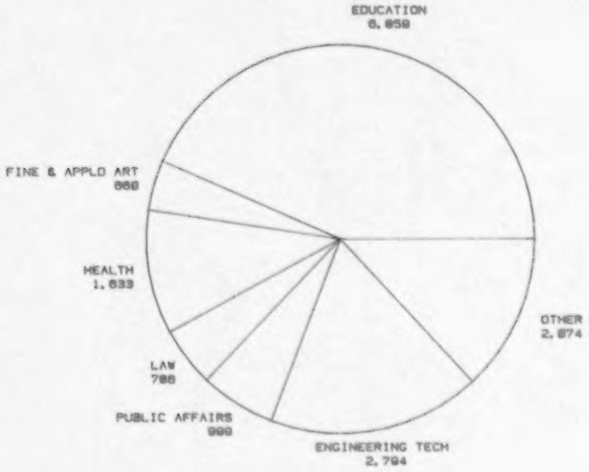
Research Expenditures by Funding Source
Academic Year 1980-81



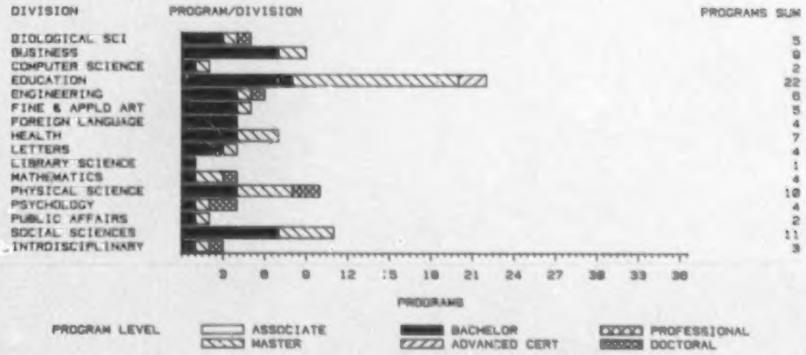
Research Expenditures, by Discipline/Division
Academic Year 1980-81



Non–Credit Registrants
Academic Year 1979–80



Approved Degree Programs
Academic Year 1981–82



Programs Approved for Initiation
1982–84

BS. IN HUMAN SERVICE COUNSELING
MEM. IN ENGINEERING MANAGEMENT
PHD. IN ECOLOGICAL SCIENCES

Radford University

Radford

History and Development of the Institution

Radford University was established by the General Assembly in 1910 as the State Normal and Industrial School for Women at Radford; it has been in continuous session since its formal opening in 1913. The school became Radford State Teachers College in 1924 and was authorized to award the Bachelor of Arts degree in 1935. In 1944 the College was consolidated with the Virginia Polytechnic Institute as its Women's Division and renamed Radford College. The General Assembly severed the institution's formal affiliation with Virginia Tech in 1964. At that time an autonomous administration was established for Radford College, and the College was authorized to grant the Master of Science degree. In 1972, after almost 60 years as a college for women, Radford became coeducational and in 1979 the institution was granted university status by the General Assembly.

Today, Radford University is a coeducational, comprehensive, residential, undergraduate institution with selected graduate programs. Since 1972 the enrollment has increased by more than 58 percent. In the fall of 1980 the institution had 5,757 students in programs both on and off-campus. Radford's students come from all over the Commonwealth: 30 percent from Southwest Virginia, 25 percent from Northern Virginia, 20 percent from the Tidewater area, and 18 percent from other parts of Virginia. About 7 percent are from out-of-state. While serving primarily as a residential campus (over 3,100 students reside on campus), the University also attracts local students who live within commuting distance of the campus.

Radford maintains strong programs in liberal arts, the fine arts, teacher training, business, and other professional fields. Presently the institution offers, in a medium-sized university environment, 55 undergraduate programs (including professional and pre-professional) in the Schools of Arts and Sciences, Education, Business and Professional Studies, and Fine Arts. The Graduate School offers degrees in 22 areas and offers work leading to the doctorate of education from the University of Virginia. The graduate program provides advanced and specialized courses of study, supervised practicum experiences, and opportunities for research.

Purpose of the Institution

As a part of Virginia's diversified system of higher education, Radford University fulfills the role of a medium-sized comprehensive university serving the entire Commonwealth. The pervasive commitments of the institution are to teaching and student learning; to the widespread participation of the faculty, students, and staff in the affairs of the institution; and to a demonstrated willingness to change. As the institution notes, "Through a sound and comprehensive general education and carefully tailored major program options, students at Radford are challenged—intellectually, culturally, socially, and personally. Within this context, they can develop into mature, responsible, well-educated citizens."

Extent of the Institution's Mix of Instruction, Research, and Public Service

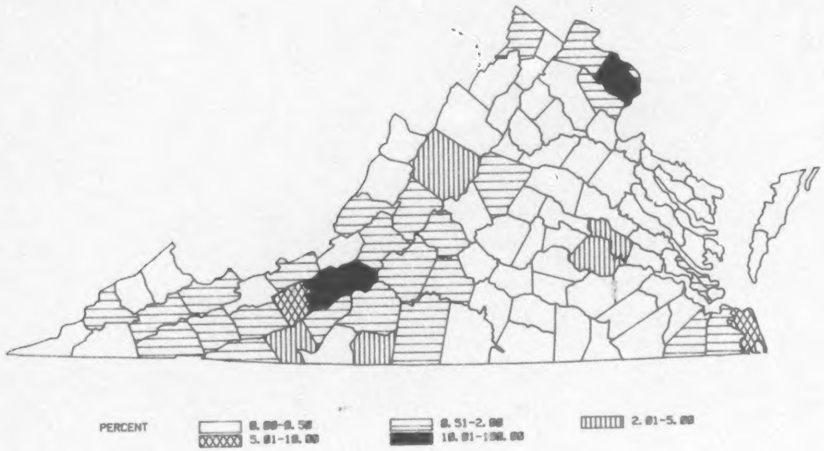
As a public university, Radford assumes a responsibility to address societal issues and needs through scholarship, research, and creative activity. Because it is a student-oriented institution, Radford has set as its first priority a commitment to successful teaching. This commitment notwithstanding, research and professional activities are encouraged, and all faculty are expected to make "professional contributions" to the institution and to their respective disciplines. Radford's position is that research and teaching are not mutually exclusive activities and that research can and should be a vital part of the teaching transaction.

The University, with its primary emphasis on teaching, also attempts to serve the public needs of Southwest Virginia with a wide range of academic, cultural, and human service programs. Off-campus courses and programs are offered throughout the Western Region Cosortium area, including an evening-weekend college in Roanoke. The University responds to the special continuing education needs of school systems, businesses, industries, and individuals in both the urban and rural areas of Southwest Virginia. Radford is committed to meeting the educational needs of fully-employed residents of the Western Region for high-demand programs, especially in the areas of business and education, by providing evening courses both on campus and at off-campus locations.

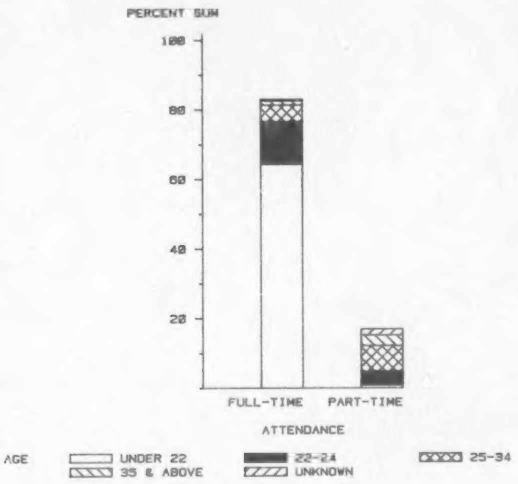
The Institution's Future Directions to 1990

Within the Virginia system of higher education, Radford University will continue to be a comprehensive institution of medium size with a primary focus on effective teaching.

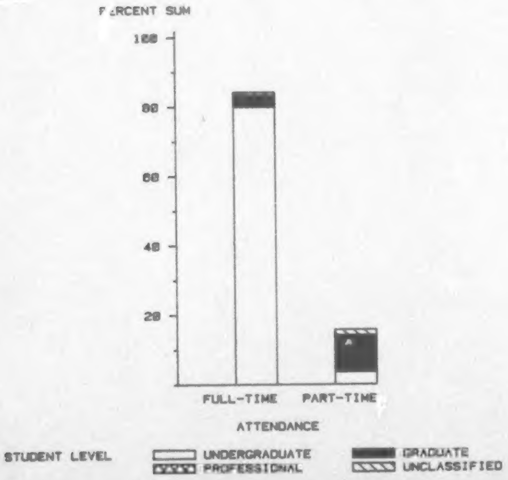
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
2.01-5.00

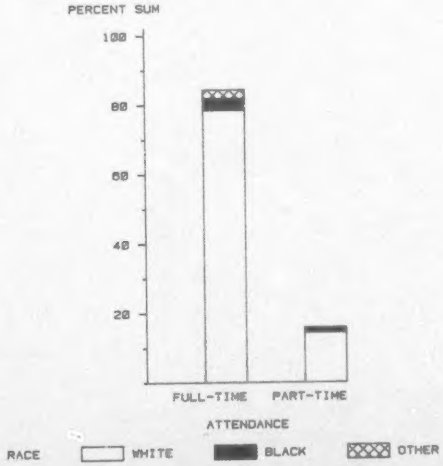
Enrollment by Age
Fall 1979



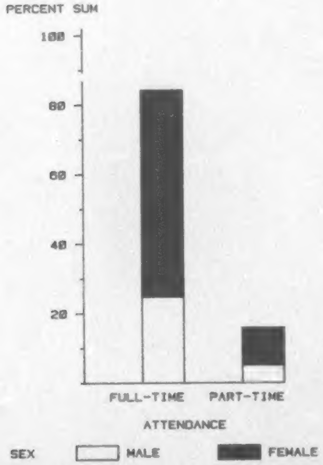
Enrollment by Student Level
Fall 1980



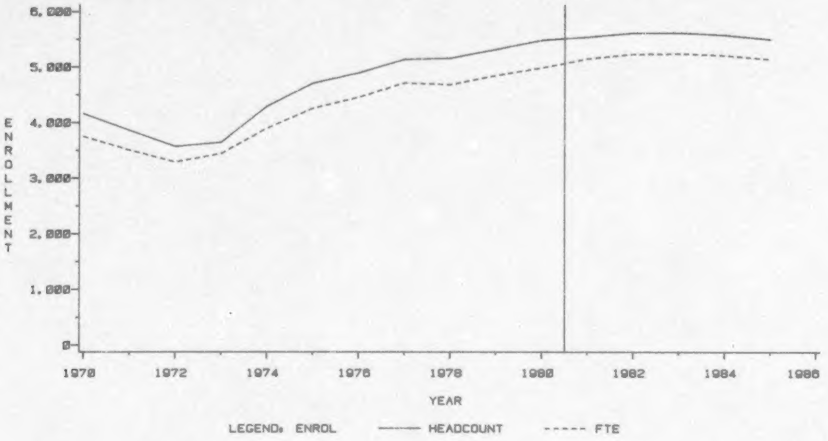
Enrollment by Race
Fall 1980



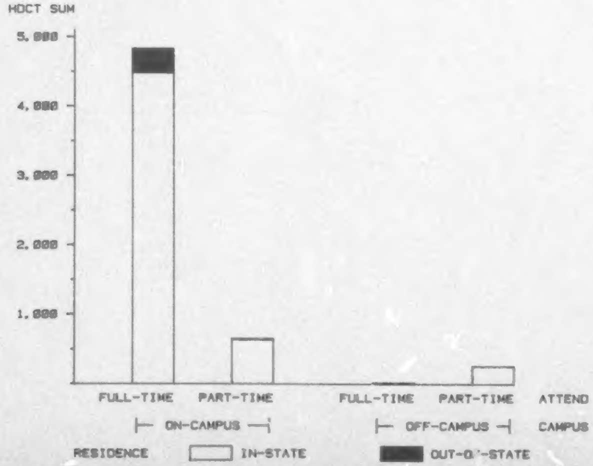
Enrollment by Sex
Fall 1980



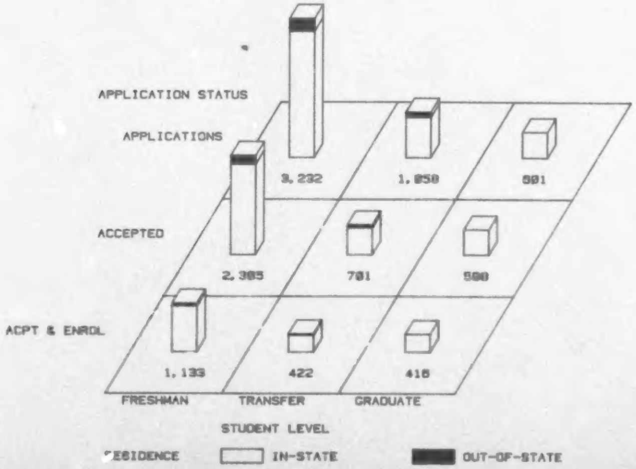
Actual and Projected Enrollment
1970 to 1986



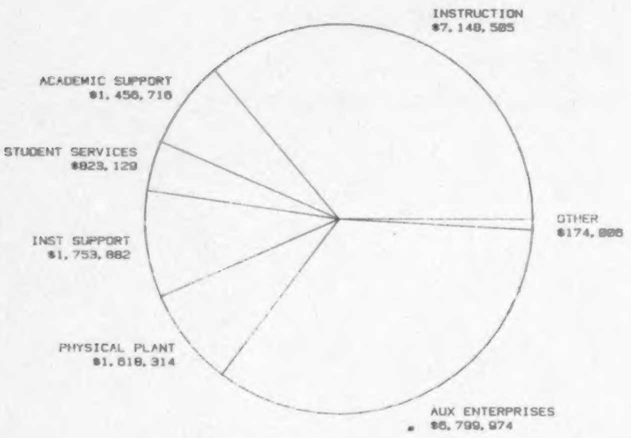
Total Headcount Enrollment
Fall 1980



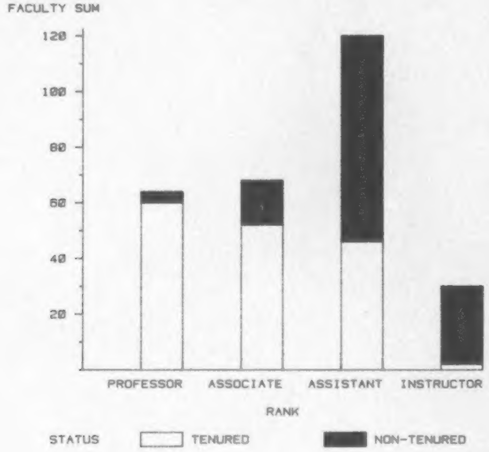
Admission Applications by Level
Fall 1980



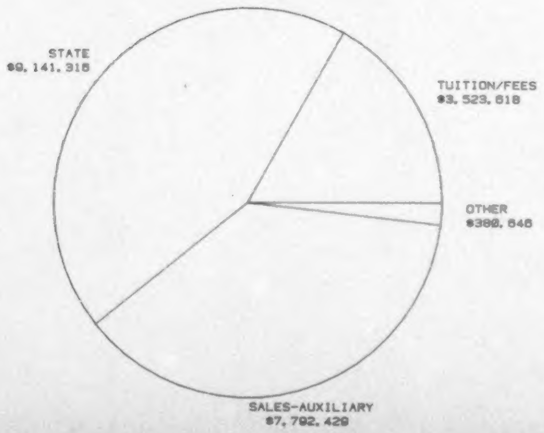
Funds Expenditures
Fiscal Year 1979–80



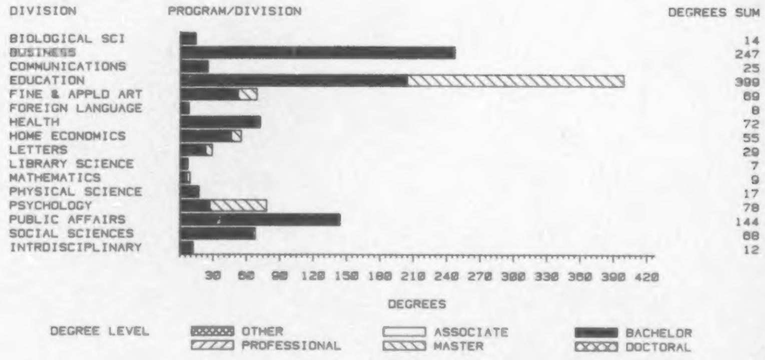
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



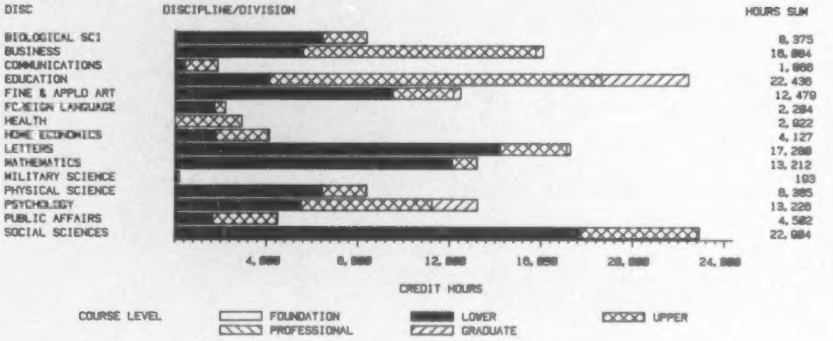
Sources of Funds Revenue
Fiscal Year 1979–80



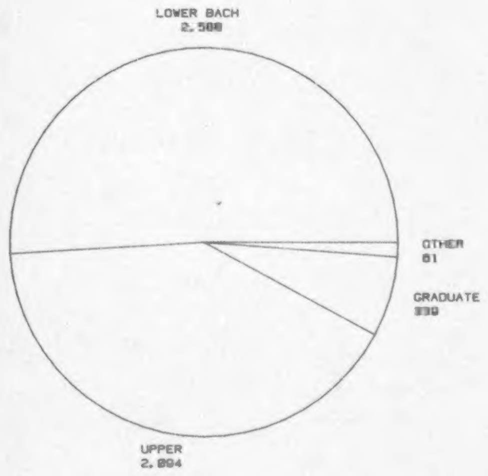
Degrees Conferred
Academic Year 1980–81



Annual Credit Hours
Academic Year 1980–81

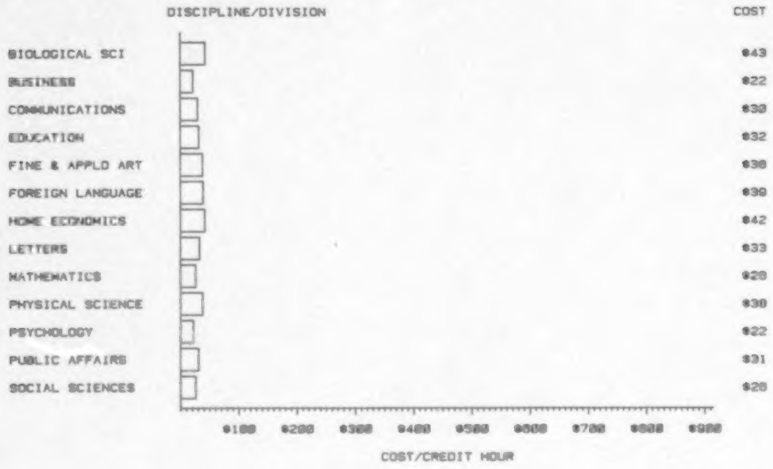


Annual Full-Time-Equivalent Enrollment
Academic Year 1980–81



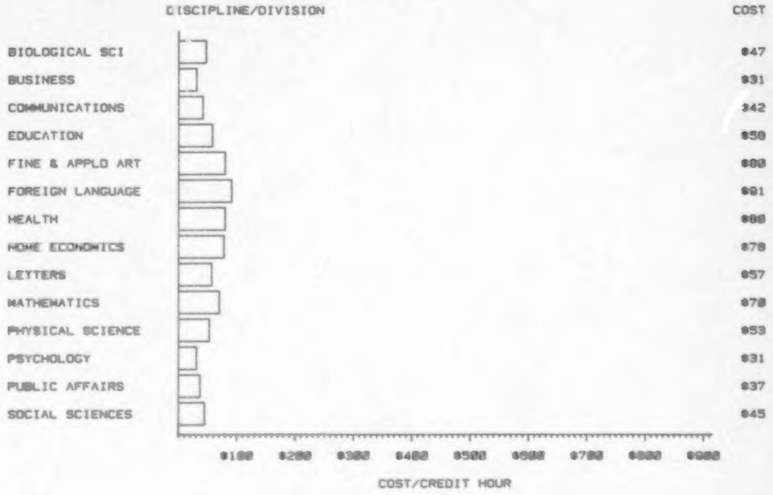
Direct Cost per Credit Hour
Academic Year 1978-79

COURSE LEVEL=LOWER



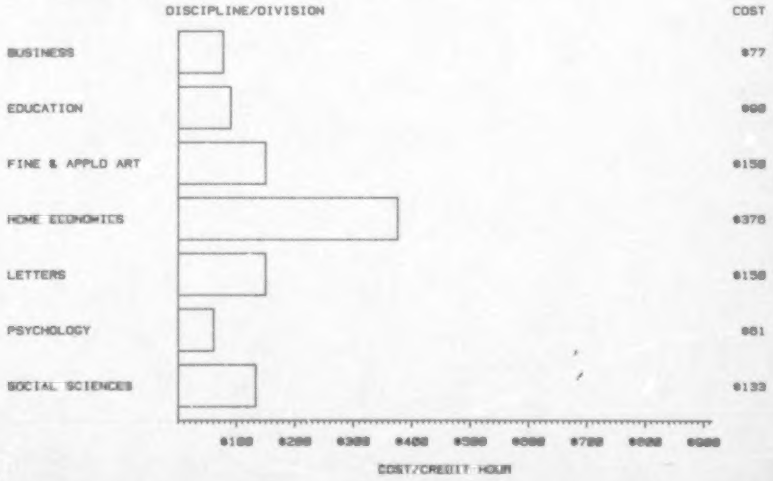
Direct Cost per Credit Hour
Academic Year 1978-79

COURSE LEVEL=UPPER

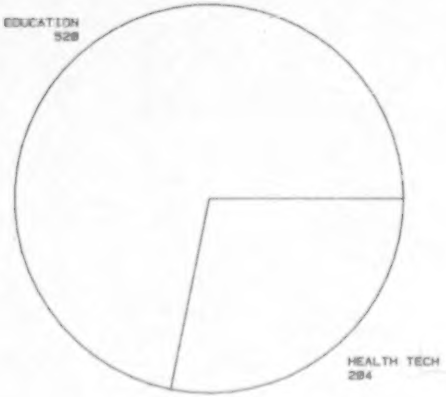


Direct Cost per Credit Hour
Academic Year 1978-79

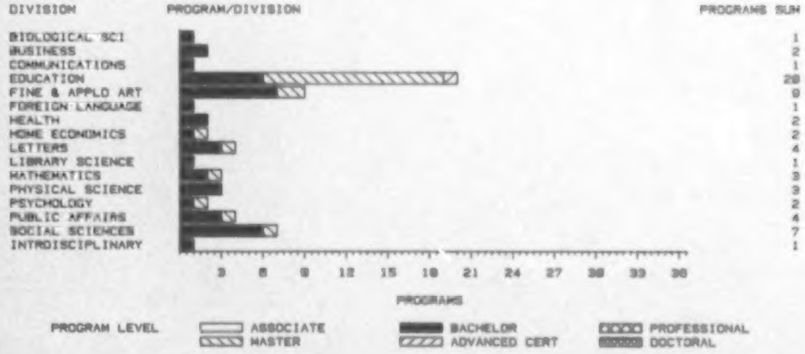
COURSE LEVEL=GRADUATE



Non-Credit Registrants
Academic Year 1979-80



Approved Degree Programs
Academic Year 1981-82



Programs Approved for Initiation
1982-84

BS. IN COMPUTER SCIENCE
MBA. IN BUSINESS ADMINISTRATION
MA-MS. IN CRIMINAL JUSTICE

Richard Bland College of The College of William and Mary

Petersburg

History and Development of the Institution

Founded by the General Assembly in 1960, Richard Bland College was established as a branch of The College of William and Mary to provide opportunities for higher education to the citizens of Southside Virginia. The College opened to students at its permanent location in Petersburg in September 1961.

Richard Bland College today is a two-year, nonresidential, state-supported college of the Commonwealth of Virginia. It continues to be governed directly by the Board of Visitors of The College of William and Mary. Approximately 1,100 undergraduate students are enrolled, with about 97 percent being Virginia residents. About 70 percent of the institution's students are enrolled in programs in the arts and sciences, with the remainder in business. All students receive a firm grounding in the first two years of liberal studies.

The College consists of the Divisions of Humanities, Natural Sciences, and Social Sciences. The Associate in Arts, Associate in Science, and Associate in Science in Business degrees are offered.

Purpose of the Institution

Richard Bland College has as its primary mission the offering of transfer associate degree programs in liberal arts, business administration, and other career programs appropriate for a junior college. The College also recognizes its role and responsibility in community education, public service, and cultural activities.

Although semi-professional skills are developed in appropriate programs, the College's curricular emphasis is on general education courses offered during the first two years of a baccalaureate degree program. Developmental programs are provided for students who need to improve skills necessary for success in college.

Continuing education is offered in the evening college, summer session, and extension programs. In addition, the Adult Education Program provides a series of non-credit programs for a variety of areas in the form of clinics, institutes, seminars, and short-term courses.

The College believes that its uniqueness in the state system of higher education lies in its continuing concentration on the preparation of its students for transfer to senior institutions, particularly The College of William and Mary with which it has a special transfer relationship.

Extent of the Institution's Mix of Instruction, Research, and Public Service

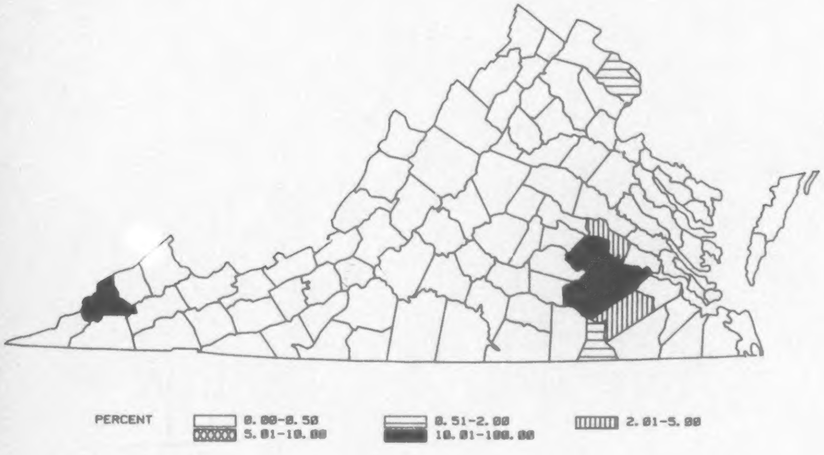
As would be expected in a primarily liberal arts junior college, the major focus of the institution is instruction. Research activities are generally limited to efforts by individual faculty members to strengthen their academic specialities. Public service is offered through the College's speakers' bureau and through consulting activities of the faculty and staff with area agencies, institutions, and service organizations.

The Institution's Future Directions to 1990

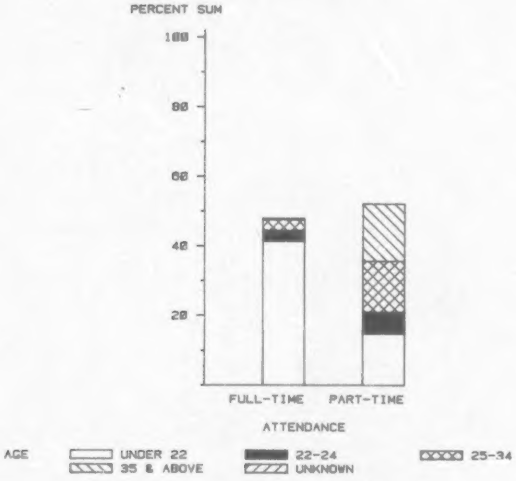
Richard Bland College intends to remain relatively stable in its enrollment and will continue to offer transfer associate degree programs in liberal arts, business administration, and career programs appropriate for a junior college. Such programs might include associate degree programs in some areas of the performing arts and allied health professions.

During the next ten-year period, the College will attempt to serve an increasing number of clientele beyond the 18-25 age range, as well as part-time students generally. The institution might also propose a two-year residential program for students from throughout Virginia who prefer the learning environment that a small liberal arts junior college can provide.

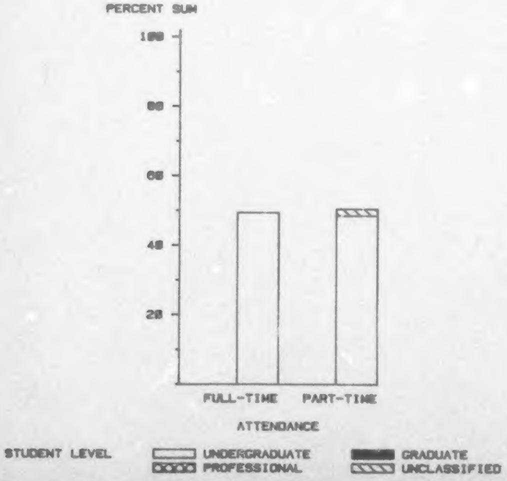
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
2.01-5.00

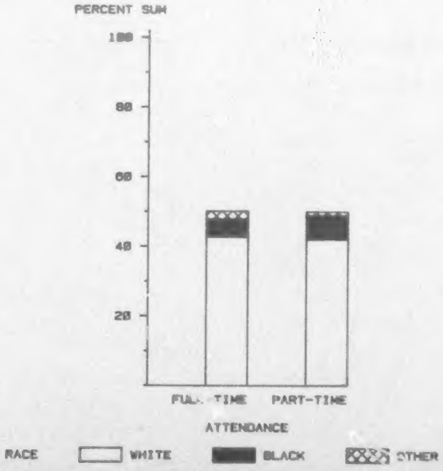
Enrollment by Age
Fall 1979



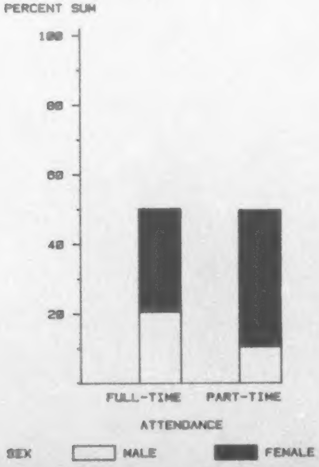
Enrollment by Student Level
Fall 1980



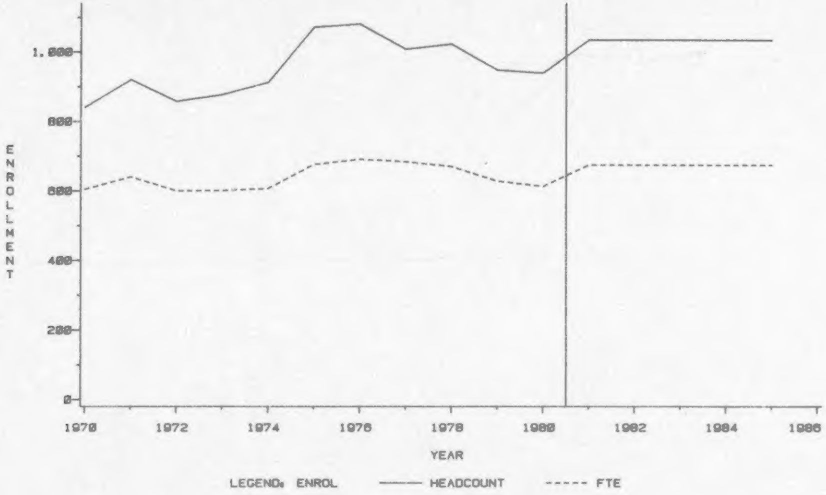
Enrollment by Race
Fall 1980



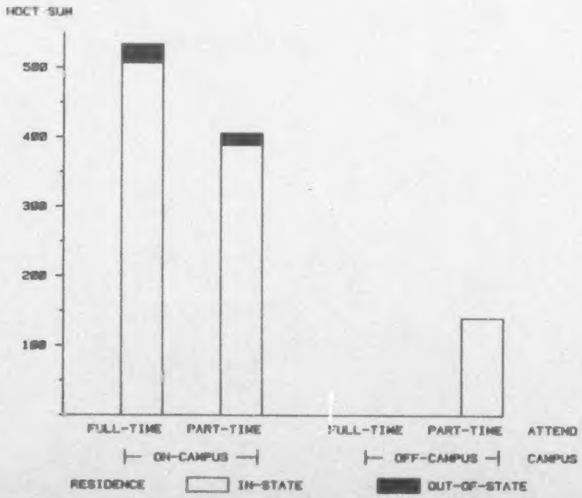
Enrollment by Sex
Fall 1980



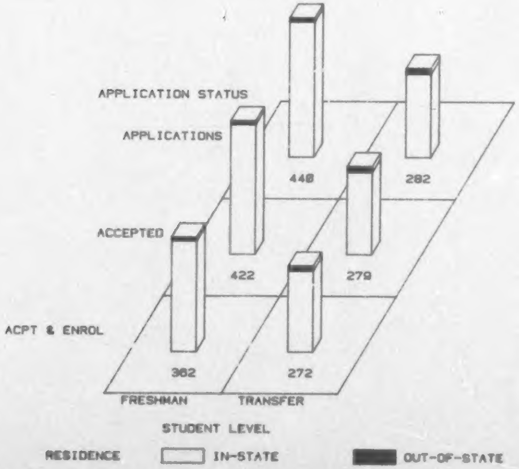
Actual and Projected Enrollment
1970 to 1986



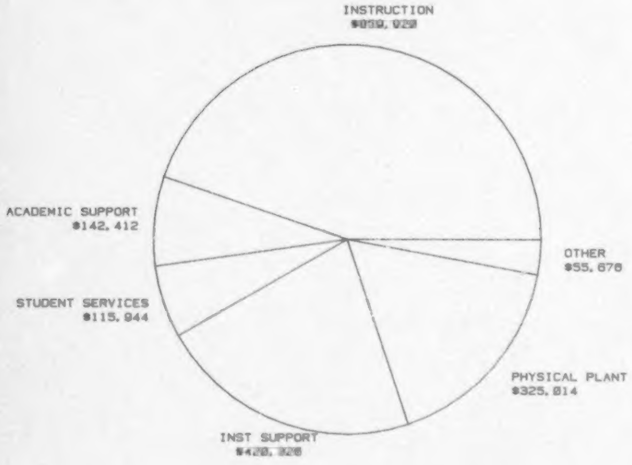
Total Headcount Enrollment
Fall 1980



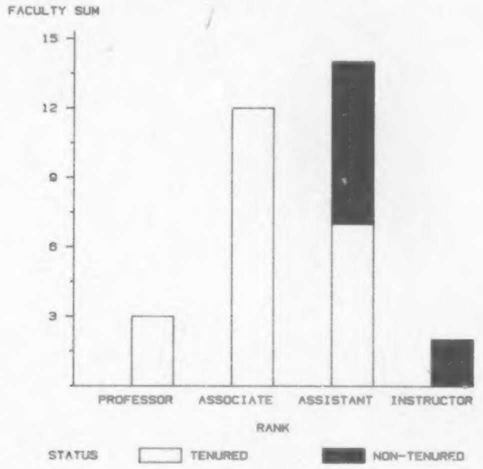
Admission Applications by Level
Fall 1980



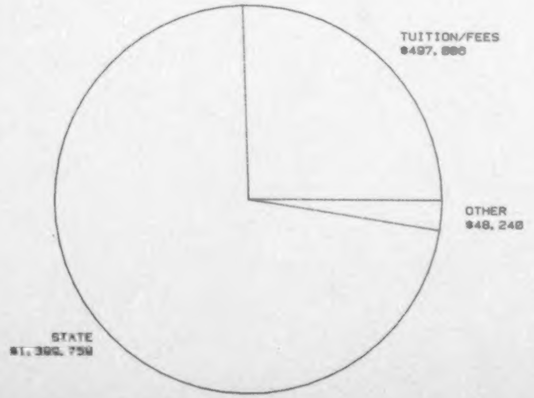
Funds Expenditures
Fiscal Year 1979–80



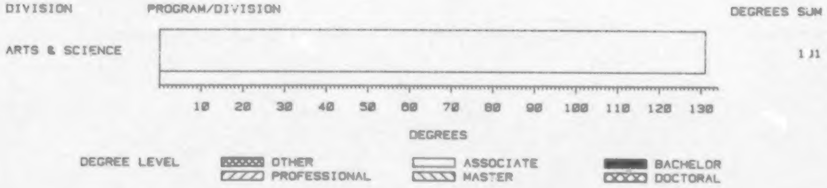
Tenure of Full-Time Instructional Faculty
Academic Year 1980–81



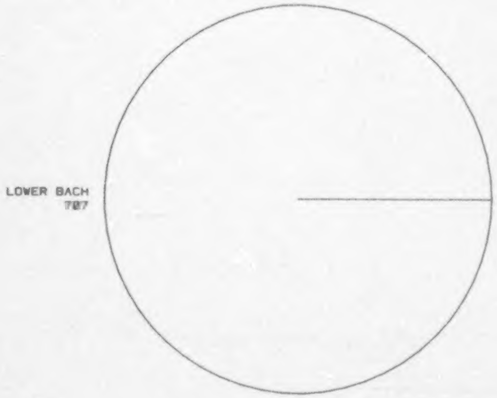
Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81

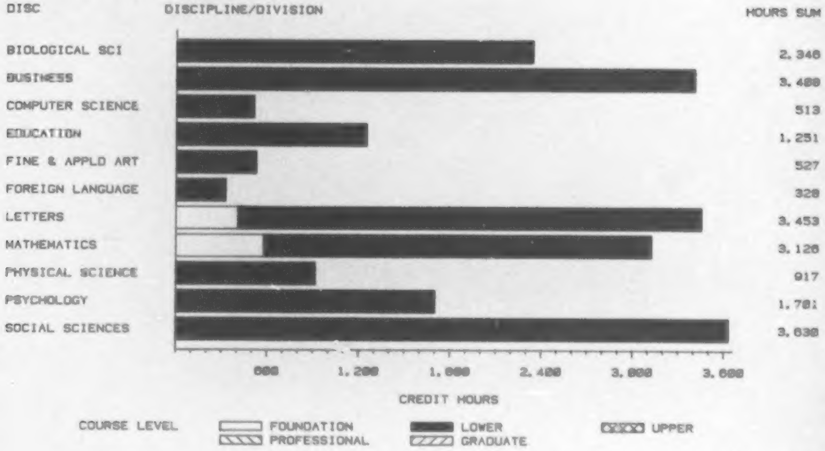


Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81

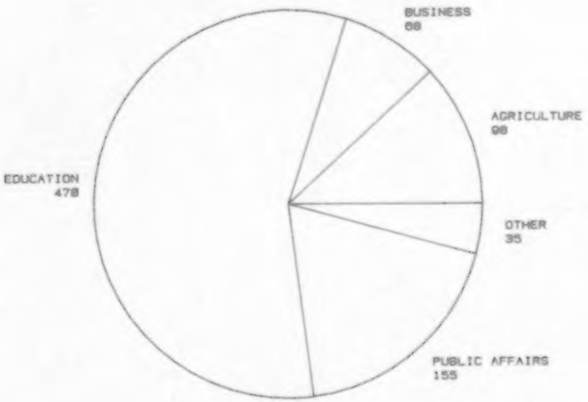


3

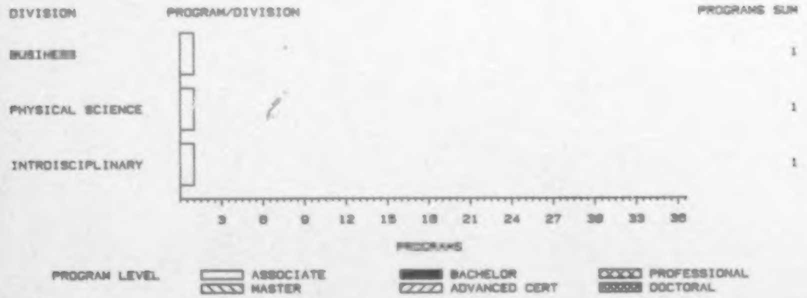
Annual Credit Hours
Academic Year 1980-81



Non–Credit Registrants
Academic Year 1979–80



Approved Degree Programs
Academic Year 1981–82



University of Virginia

Charlottesville

History and Development of the Institution

The University of Virginia, founded by Thomas Jefferson in 1819, is a major comprehensive state university of national character and stature. It was established following enactment of a statute by the General Assembly in 1819 providing that "There shall be established, in some convenient and proper part of the State, the University of Virginia, wherein all the branches of useful science shall be taught." The University is a coeducational institution with most of its students enrolled full-time and a large number living on grounds. The 1980 fall semester, on-campus headcount enrollment was 16,452.

The University is comprised of the College of Arts and Sciences and the Schools of Architecture, Commerce, Education, Engineering and Applied Science, Graduate Arts and Sciences, Graduate Business Administration, Law, Medicine, and Nursing. The Division of Continuing Education provides courses for part-time students at numerous off-campus locations. Clinch Valley College of the University of Virginia is located in Wise. The University of Virginia Medical Center, which offers students in the health sciences a wide variety of settings in which to learn, also provides health care through its hospitals and clinics.

Today the University of Virginia confers the major portion of the doctoral degrees awarded by Virginia's institutions. At the same time, it prepares a large number of men and women for the professions at both the undergraduate, first professional, and graduate levels. Among undergraduates, the institution offers professional programs leading to degrees in architecture, architectural history, commerce, education, engineering and applied science, landscape architecture, nursing, and planning. At the first professional and graduate levels, the University offers professional programs leading to degrees in accounting, arts and sciences, architecture, architectural history, business administration, education, engineering and applied science, landscape architecture, law, medicine, nursing, and planning.

Purpose of the Institution

A university is a community of scholars having as its central purpose the enrichment of the human mind. This central purpose is served, at the University, by activities designed to quicken, discipline, and enlarge the intellectual and creative capacities, as well as the aesthetic awareness, of its members. In addition, the institution is committed to recording, preserving, and disseminating the results of its intellectual inquiry and creative endeavors. The University of Virginia seeks to achieve its purpose through the pursuit of specific goals, including educating men and women for the professions in undergraduate schools and programs, graduate schools, and graduate professional programs; undertaking such advanced and special research as the educational requirements of the Commonwealth and the nation may indicate; offering to the Commonwealth of Virginia and the nation the various kinds of public service which are consonant with the University's purpose; providing programs of continuing education to the Commonwealth and the nation; and establishing appropriate new programs, schools, and degrees.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The University of Virginia places equal emphasis on the programs of instruction and research. Both of these programs are essential in a comprehensive doctoral-granting institution.

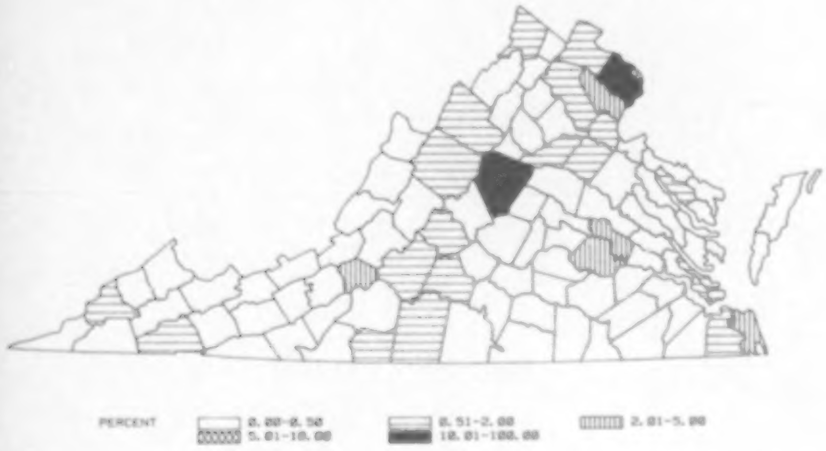
The University of Virginia carries out research activities, most of which are federally and privately funded, in a wide variety of disciplines. Its annual expenditure for research and for the support of graduate students engaged in research is approximately $32 million; this amount has been increasing at the rate of about 10 percent per year.

The University of Virginia also carries out an important program in public service through its Division of Continuing Education. Furthermore, the University of Virginia Medical Center performs a major public service by providing quality health care at primary, secondary, and tertiary levels.

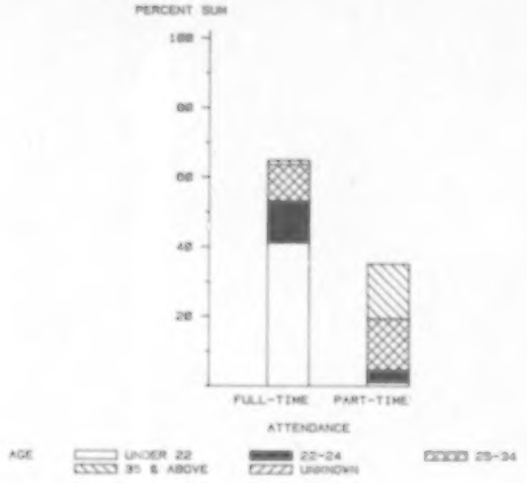
The Institution's Future Directions to 1990

The University of Virginia, after several years of controlled growth, reached its fall headcount enrollment target of 16,410 in 1980. It does not plan to change the size of its enrollment in the foreseeable future. There are no plans at this time for any major changes in the academic programs of the various schools of the University. Funded research should continue to grow at a rate of approximately 10 percent per year, and the service role of the University Medical Center will continue to expand, particularly in the area of tertiary care.

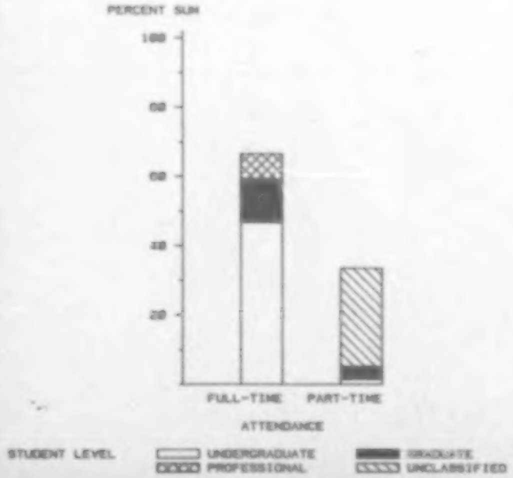
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

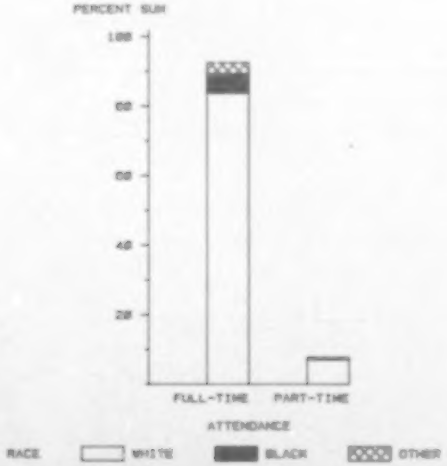
Enrollment by Age
Fall 1979



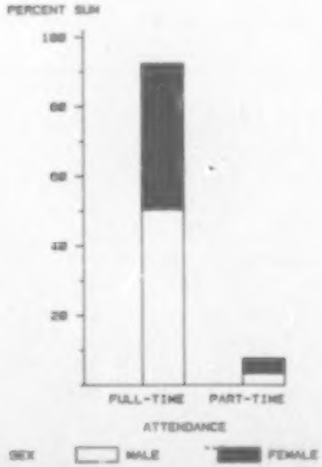
Enrollment by Student Level
Fall 1980



Enrollment by Race
Fall 1980

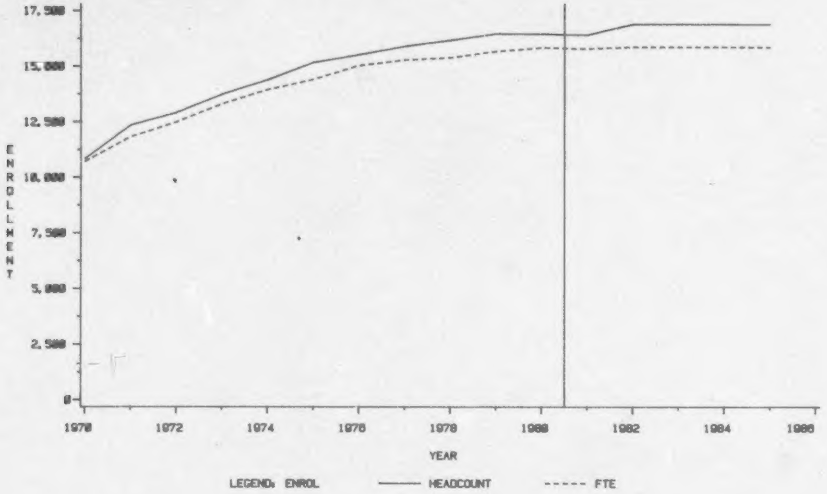


Enrollment by Sex
Fall 1980



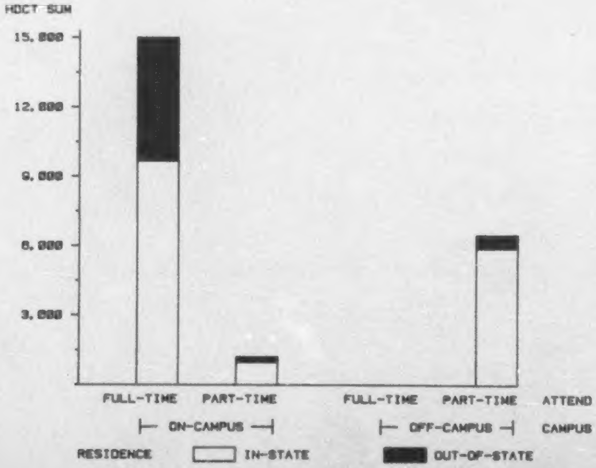
Actual and Projected Enrollment

1970 to 1986



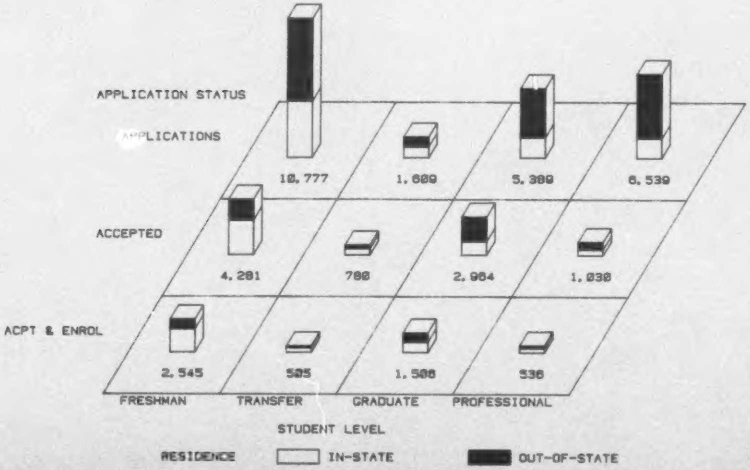
Total Headcount Enrollment

Fall 1980

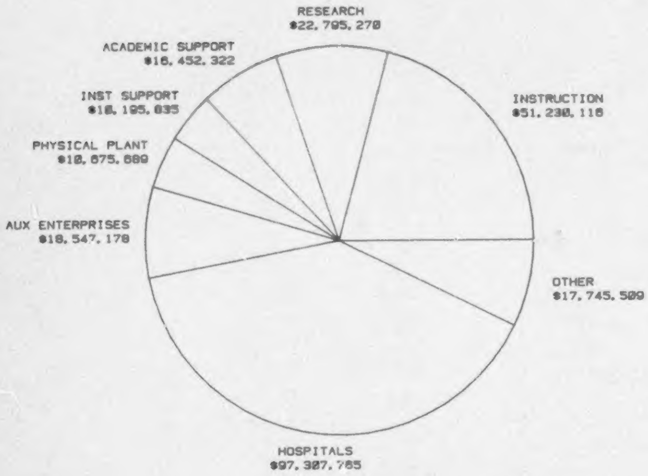


Admission Applications by Level

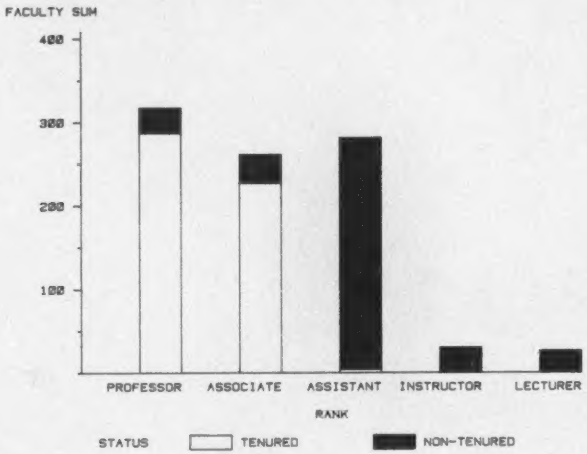
Fall 1980



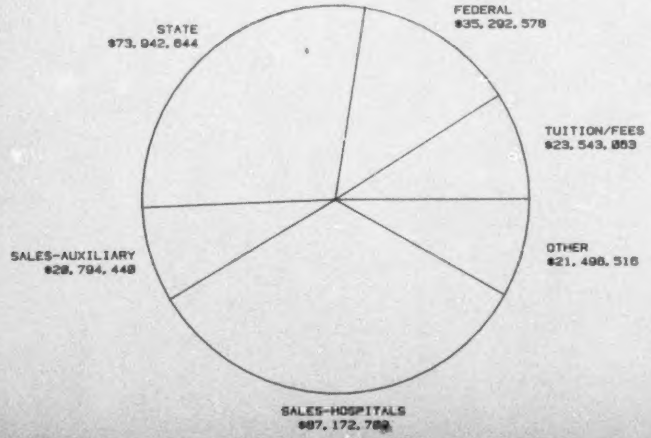
Funds Expenditures
Fiscal Year 1979-80



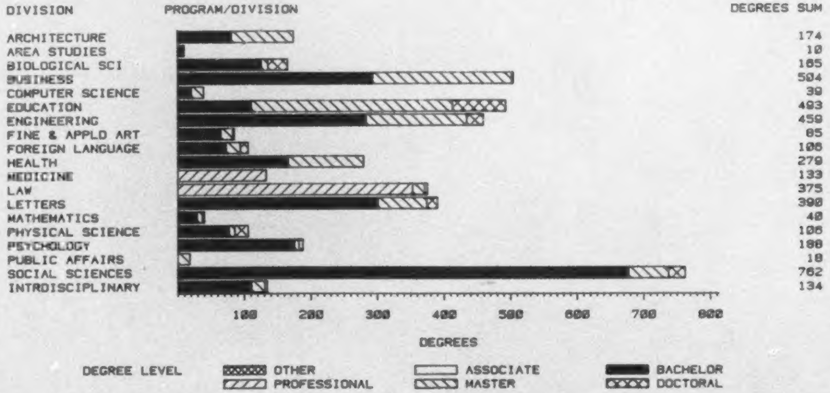
Tenure of Full-Time Instructional Faculty
Academic Year 1980-81



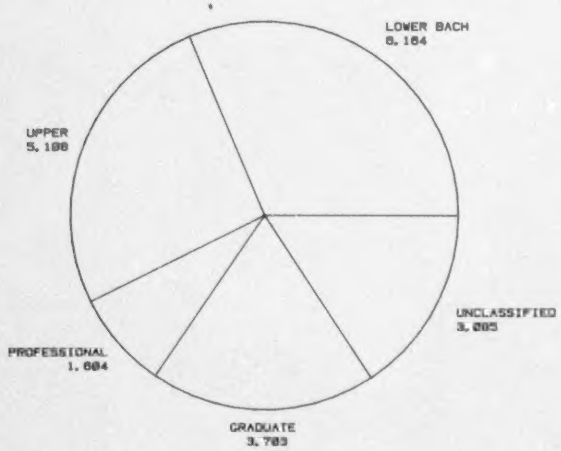
Sources of Funds Revenue
Fiscal Year 1979-80



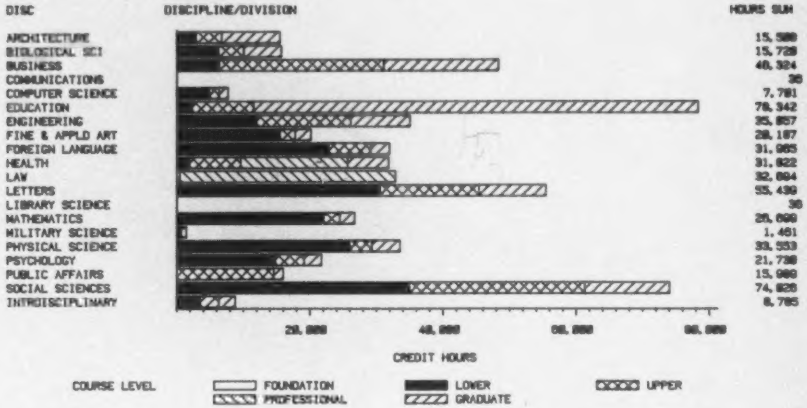
Degrees Conferred
Academic Year 1980-81



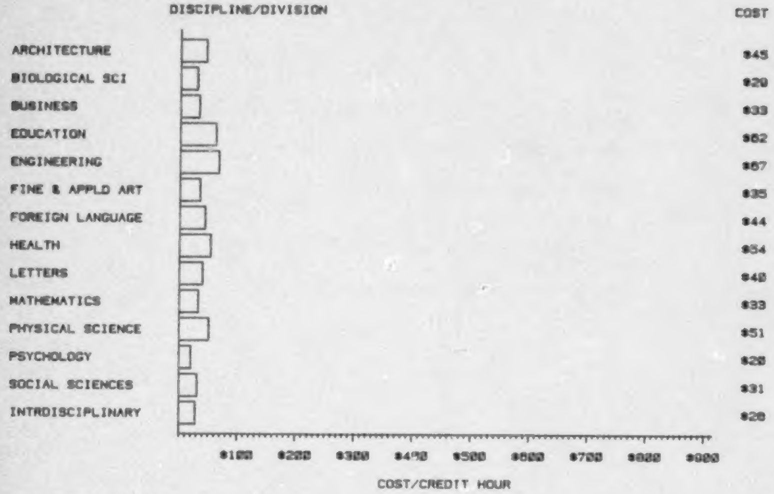
Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81



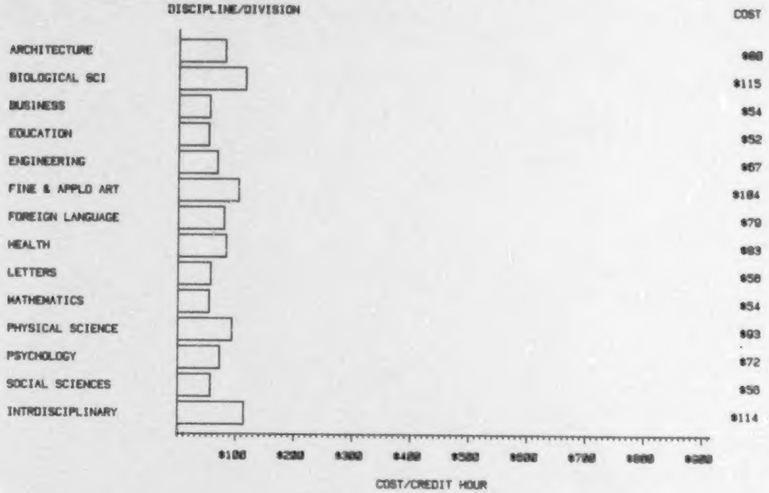
Annual Credit Hours
Academic Year 1980-81



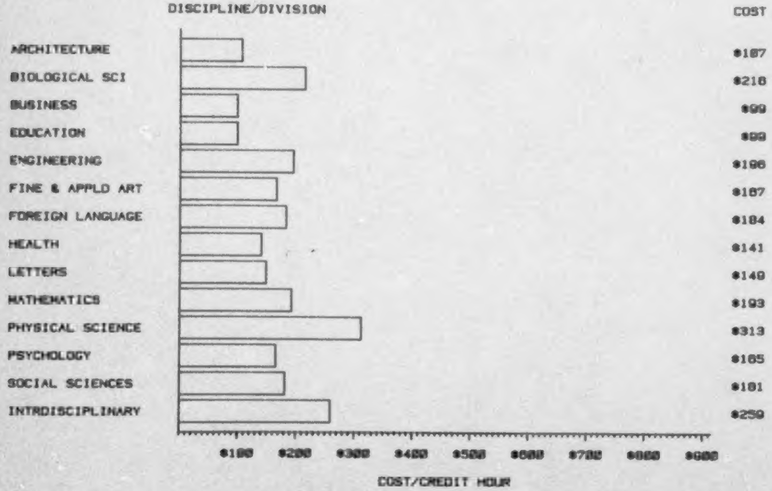
Direct Cost per Credit Hour
Academic Year 1978–79 COURSE LEVEL=LOWER



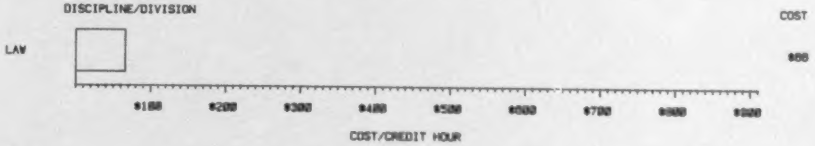
Direct Cost per Credit Hour
Academic Year 1978–79 COURSE LEVEL=UPPER



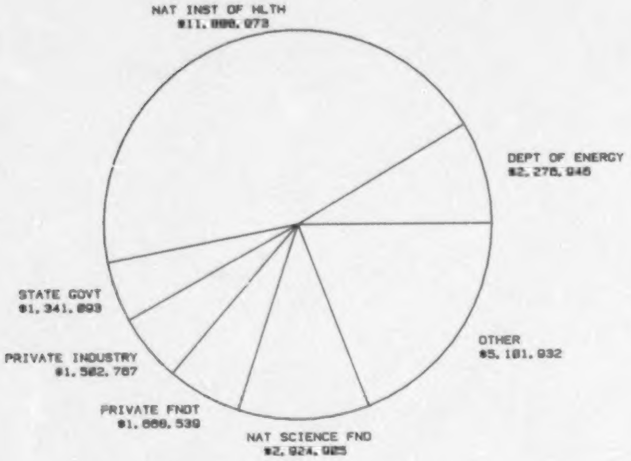
Direct Cost per Credit Hour
Academic Year 1978–79 COURSE LEVEL=GRADUATE



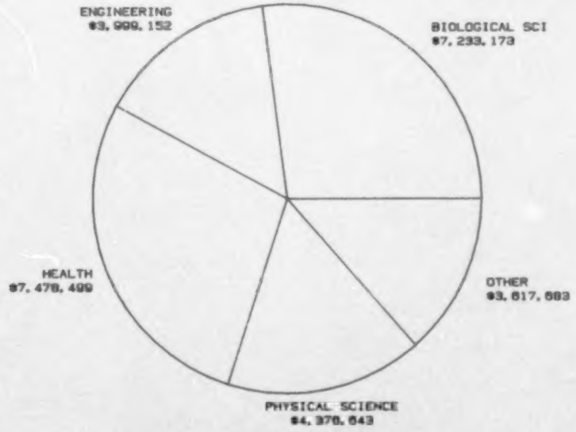
Direct Cost per Credit Hour
Academic Year 1978–79 COURSE LEVEL=PROFESSIONAL



Research Expenditures by Funding Source
Academic Year 1980–81

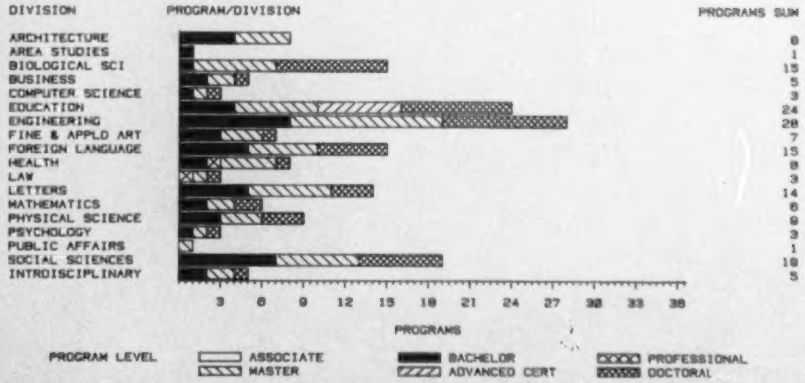


Research Expenditures by Discipline/Division
Academic Year 1980–81



Approved Degree Programs

Academic Year 1981–82



Programs Approved for Initiation

1982–84

PHD. IN NURSING

Virginia Commonwealth University

Richmond

History and Development of the Institution

Virginia Commonwealth University was created by the General Assembly of Virginia July 1, 1968, with the merger of the Medical College of Virginia (founded in 1838) and Richmond Professional Institute (founded in 1917). This merger was proposed by the Wayne Commission in response to a perceived need in Virginia for a university with a primary orientation toward conditions prevailing in urban centers that embody many of the most critical national, state, and local problems. Building rapidly on its historical strengths, the University has become an urban-oriented, doctoral-granting, research university with a dual campus location in downtown Richmond providing a real-life laboratory for teaching, research, and public service, the scope of which is local, regional, national, and even international in its impact.

The present 19,400 on-campus students, of whom 91 percent are Virginians, are a blend of full-time, part-time, resident, and commuter with an age range of 17 to 78 and a median age of 24. The academic disciplines are organized into 12 schools: Allied Health Professions, the Arts, Basic Sciences, Business, Community and Public Affairs, Dentistry, Education, Humanities and Sciences, Medicine, Nursing, Pharmacy, and Social Work.

Research and service to society are considered essential elements of the institution's primary programmatic orientation toward those disciplines needed in the regional area. Within this framework, the baccalaureate, master's, doctoral, and first professional degree offerings are structured to serve the evolutionary needs of today's urbanized society. Joint instructional programs are offered with Old Dominion University, the University of Richmond, the University of Virginia, Virginia Polytechnic Institute and State University, and Virginia State University.

Purpose of the Institution

Virginia Commonwealth University is currently committed to two primary objectives. The first is to provide society with educated professional practitioners who have the capacity to deal with the specialized problems of their discipline and who possess the attributes of broadly educated persons. A parallel objective is to provide advanced study for practicing professionals and broad educational opportunities for the adult part-time student. These objectives necessitate depth and quality in the participating disciplines and strong support from the fundamental disciplines of the arts and sciences.

The institution's primary service area is Virginia with most of its students from Central Virginia. A number of disciplines, however, have a national and international student market and reputation. Continuing education is conducted as an extension of the primary functions of instruction and research. The objective is to establish the means by which the University can make its skills, knowledge, and talents useful in addressing the problems that face large population centers. From medicine to accounting to art, the appeal of the University to its students is centered in its broad span of disciplines. This apeal is enriched by almost 20 educational programs that are unique in the Commonwealth.

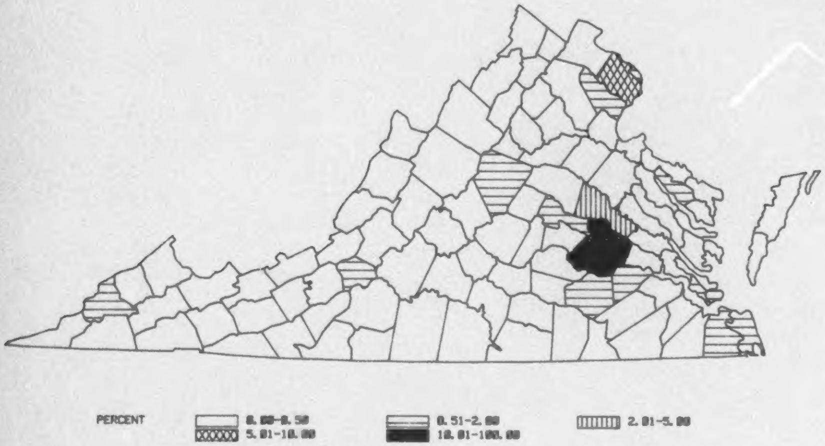
Extent of the Institution's Mix of Instruction, Research, and Public Service

The diversity of the total societal environment which surrounds the University is served by a balanced commitment to each of the three functions of instruction, research, and public service. It is this balanced commitment which enables an urban-oriented university to disseminate to society the results of its cultural, scientific, and professional inquiries. Research is defined as an inseparable component of the teaching-learning process. The University's research effort, exceeding $28 million a year, is within the top 100 research universities in the nation. Patient care, a mandatory segment of the teaching-learning process, is provided as a service role model for comprehensive health care. Similarly, other institutional service functions seek to identify and evaluate societal needs and to provide the appropriate model to help satisfy these needs.

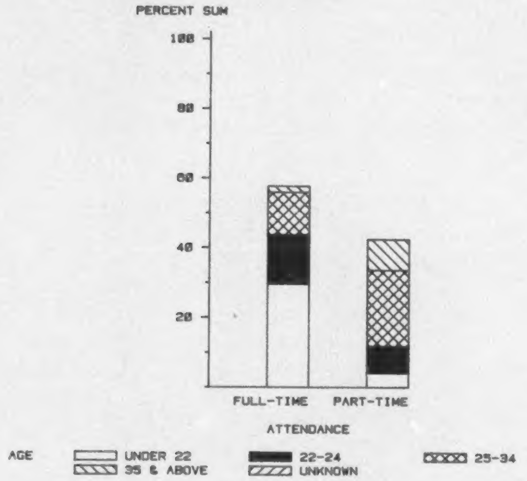
The Institution's Future Directions to 1990

Virginia Commonwealth University's future is directly related to the evolving needs of its metropolitan service area. Future modifications in program emphasis must accommodate the needs of the society of which it is a part. The concept of instruction, research, and public service as interdependent components of a total system is crucial if the University is to provide the leadership to solve critical urban problems. This change in response to society's needs will be evidenced by both additional research and graduate programs and in a broadening of the opportunities for the adult learner.

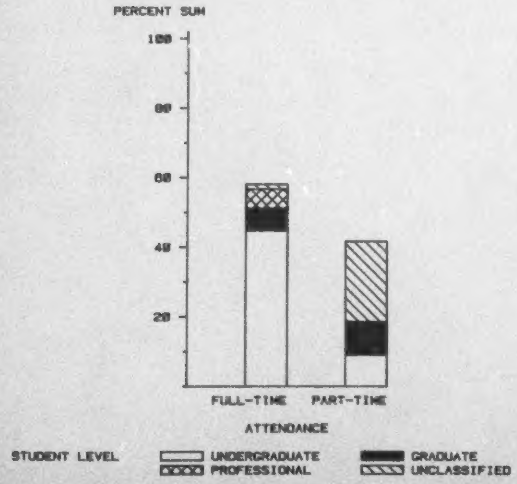
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

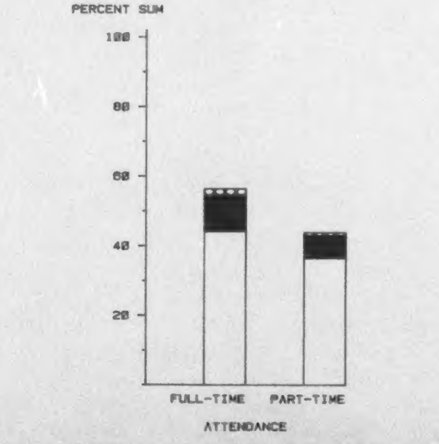
Enrollment by Age
Fall 1979



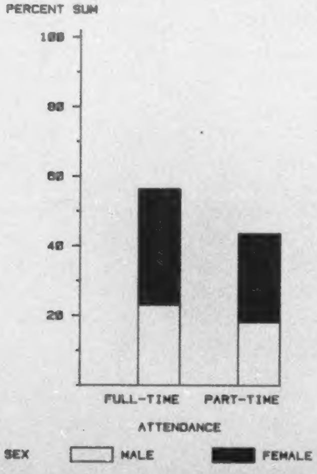
Enrollment by Student Level
Fall 1980



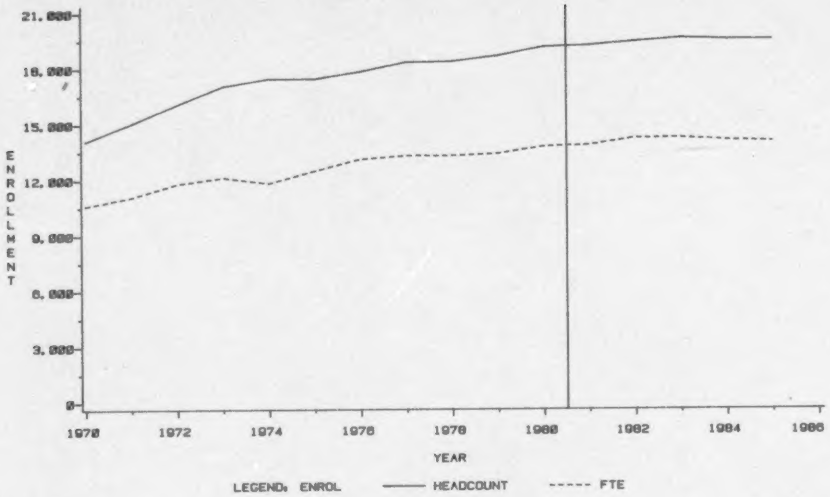
Enrollment by Race
Fall 1980



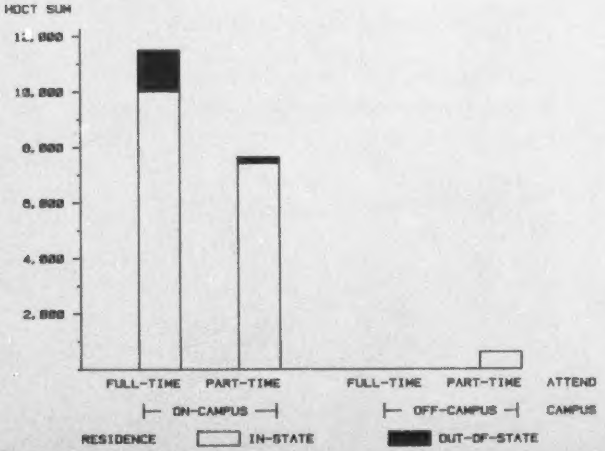
Enrollment by Sex
Fall 1980



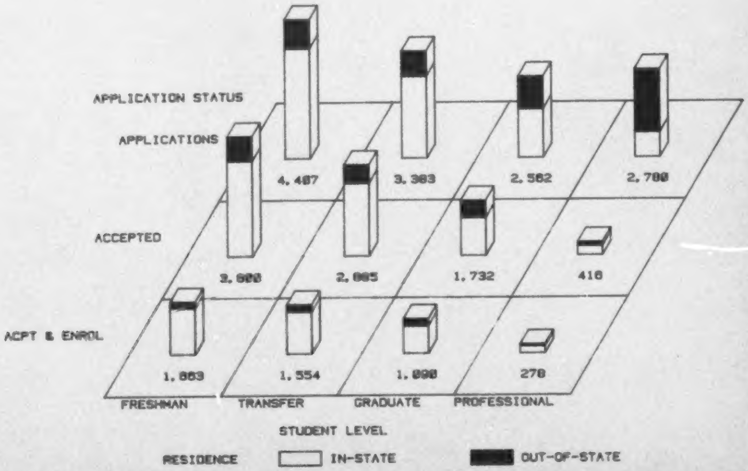
Actual and Projected Enrollment
1970 to 1986



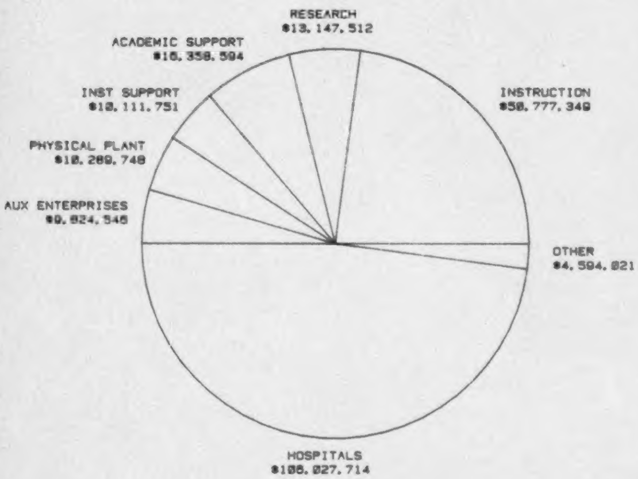
Total Headcount Enrollment
Fall 1980



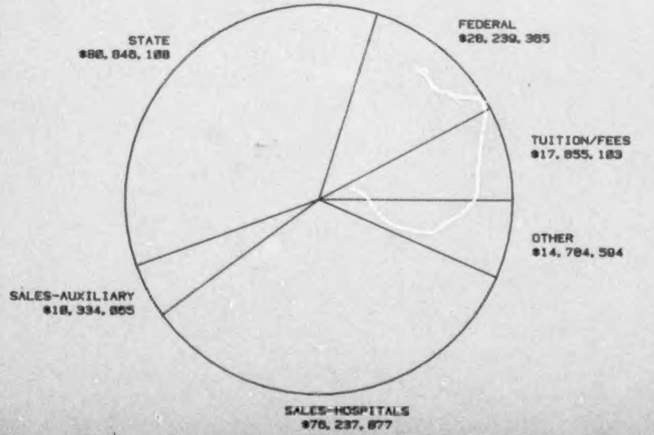
Admission Applications by Level
Fall 1980



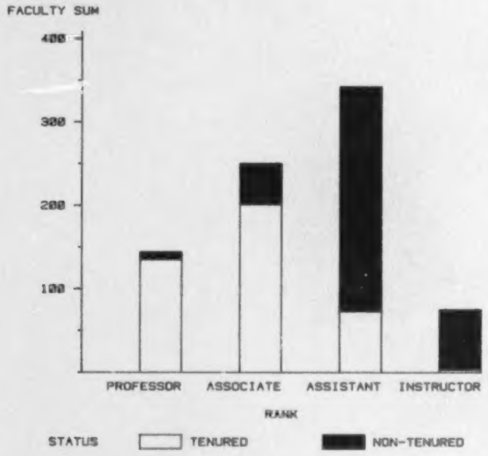
Funds Expenditures
Fiscal Year 1979–80



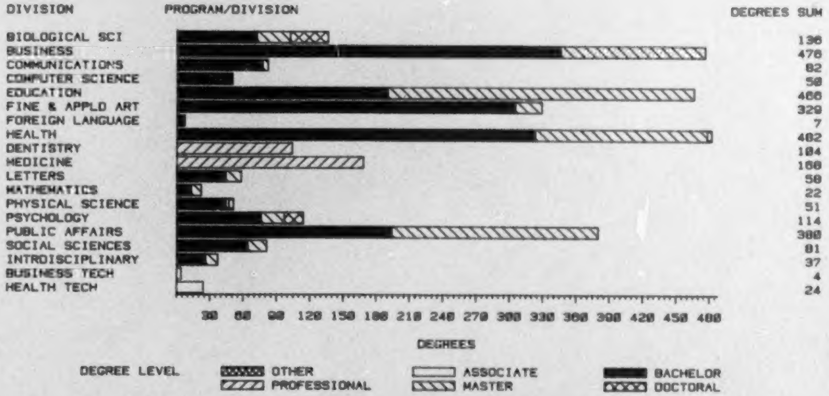
Sources of Funds Revenue
Fiscal Year 1979–80



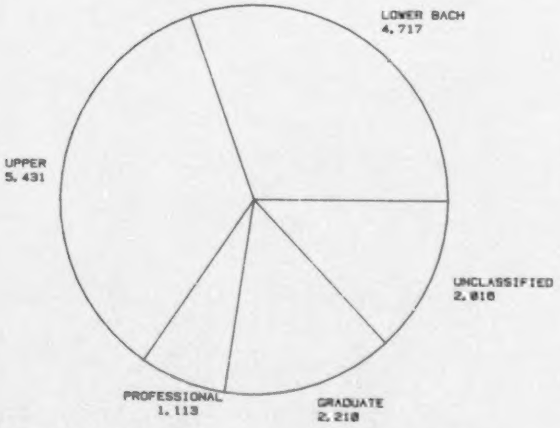
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



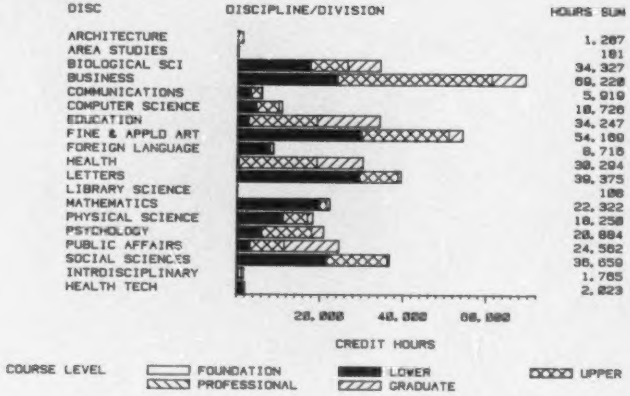
Degrees Conferred
Academic Year 1980–81



Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81



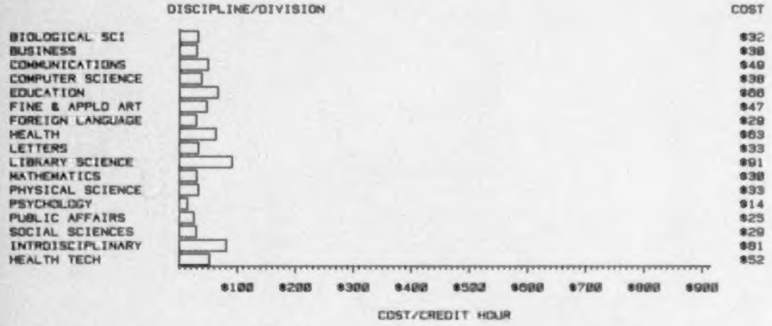
Annual Credit Hours
Academic Year 1980-81



Direct Cost per Credit Hour

Academic Year 1978–79

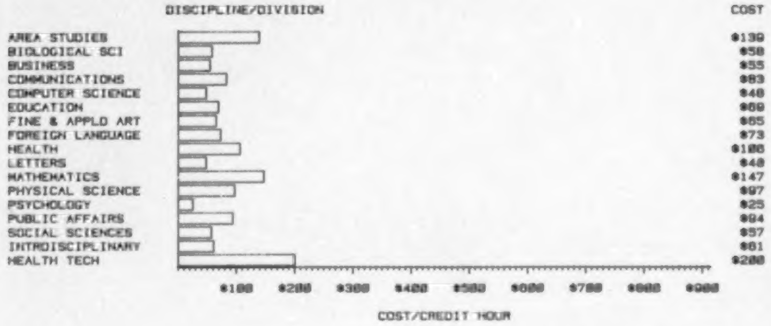
COURSE LEVEL=LOWER



Direct Cost per Credit Hour

Academic Year 1978–79

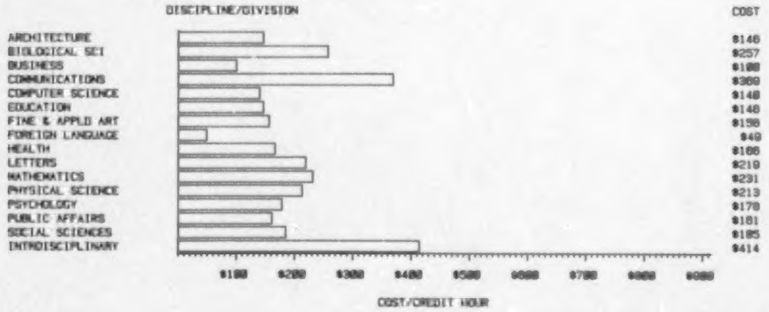
COURSE LEVEL=UPPER



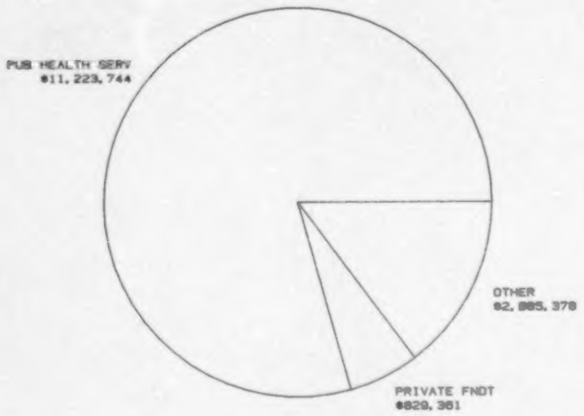
Direct Cost per Credit Hour

Academic Year 1978–79

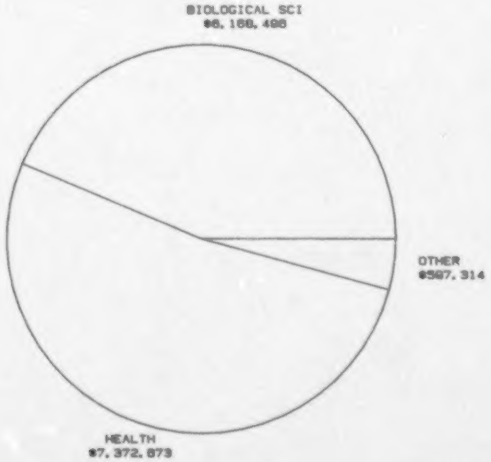
COURSE LEVEL=GRADUATE



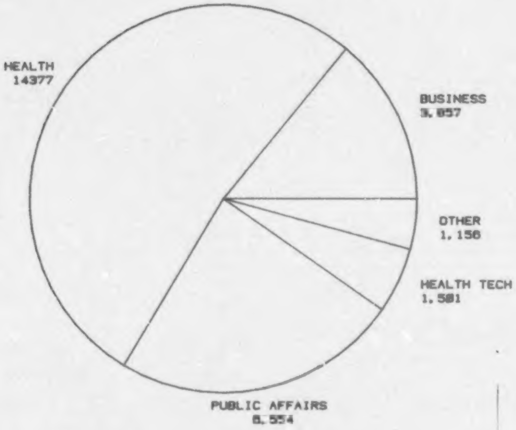
Research Expenditures by Funding Source
Academic Year 1980-81



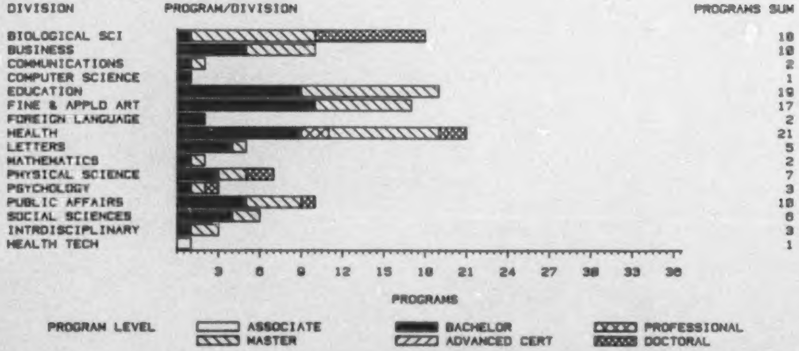
Research Expenditures by Discipline/Division
Academic Year 1980-81



Non-Credit Registrants
Academic Year 1979-80



Approved Degree Programs
Academic Year 1981-82



Programs Approved for Initiation
1982-84

BA. IN AMERICAN STUDIES
MED. IN EARLY CHILDHOOD HANDICAPPED
MFA. IN CREATIVE WRITING
PHD. IN BUSINESS ADMINISTRATION
PHD. IN ART HISTORY
PHD. IN HEALTH SERVICE ORGANIZATION AND RESEARCH
DPA. IN PUBLIC ADMINISTRATION
PHD. IN URBAN SERVICES

Virginia Military Institute

Lexington

History and Development of the Institution

The Virginia Military Institute was founded in 1839 as the nation's first state military college. It is now the last classic military college in the nation.

VMI cadets constitute a military corps, with the Governor as commander-in-chief. Today, VMI is a unique learning environment, the product of more than 140 years of refining its philosophy of educating citizen-soldiers, young men prepared for leadership roles in society and for military leadership in time of national need.

VMI is a fully accredited, state-supported four-year undergraduate military college for men. Approximately 55 percent of the cadets are residents of the Commonwealth, and all Virginia applicants who are academically and physically qualified are accepted for admission. The distinctive aspect of the VMI college experience is its challenging military program.

Academic majors at VMI lead to Bachelor of Arts or Bachelor of Science degrees in the general fields of engineering, liberal arts, and science. In addition, all cadets participate in Reserve Officers Training Corps programs established and maintained by the U.S. Department of Defense. Successful completion of the programs earns graduates armed forces commissions which must be accepted with an obligation for active duty.

Purpose of the Institution

The primary purpose of Virginia Military Institute is the thorough education of young men within a framework of military discipline and governance. It is a purpose unchanged from that set by the founders who said, "The military feature, though essential to its discipline, is not primary in the Institute's scheme of education."

In essence, the purpose is to combine the academic work of a full college curriculum and the exacting daily regimen of military discipline. The military atmosphere contributes to the Institute's philosophy of a broad and sound education.

In order to emphasize the whole man, extracurricular activities are stressed. Programs ensure physical well-being for those not engaged in intercollegiate athletics, and club activities are limited only by the imagination and interests of the cadets.

Virginia Military Institute encourages applications from all qualified male Virginia high school graduates as well as from men throughout the other 49 states and the U.S. territories. Qualified foreign male students are also encouraged to apply.

Extent of the Institution's Mix of Instruction, Research, and Public Service

VMI gives academic instruction at the undergraduate level in ten degree programs from the general fields of engineering, liberal arts, and the sciences. All cadets must choose an officer training program associated with the Army, Navy, Marine Corps, or Air Force ROTC. Successful completion of the VMI program enables graduates to enter many civilian professions, the armed forces, or to continue their education at graduate, medical, and law schools.

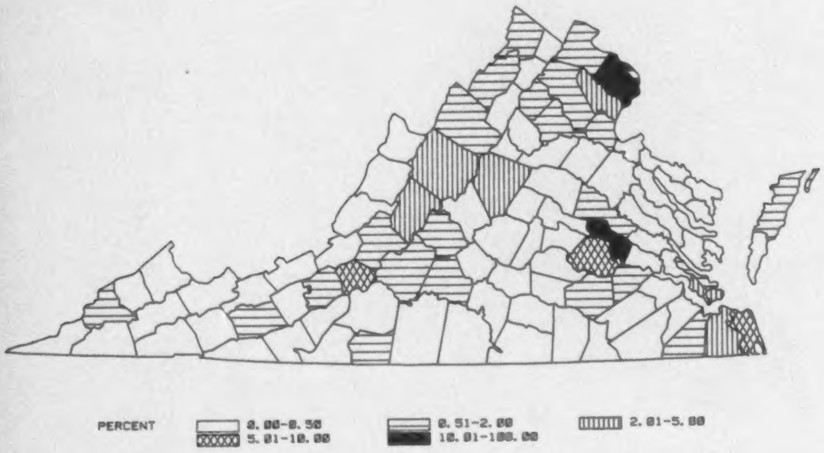
The VMI Research Laboratories is the research arm of VMI for administering grants and contracts. The Laboratories' annual research volume exceeds $50,000; about one-quarter of the faculty plus a number of cadets are involved in studies sponsored by federal and private grants.

As part of its public service commitment, VMI provides many academic, athletic, recreational, and physical training programs and facilities to the community. Through its continuing education program, all who are qualified are offered the opportunity to take courses for credit in the Summer Session and in the Evening College. Non-credit short-term courses and seminars are held annually for specific interest groups. Numerous cultural programs give support to VMI's academic efforts and, because they are open to the public, add substantially to the Institute's community service. Faculty and staff members serve on many community boards and committees.

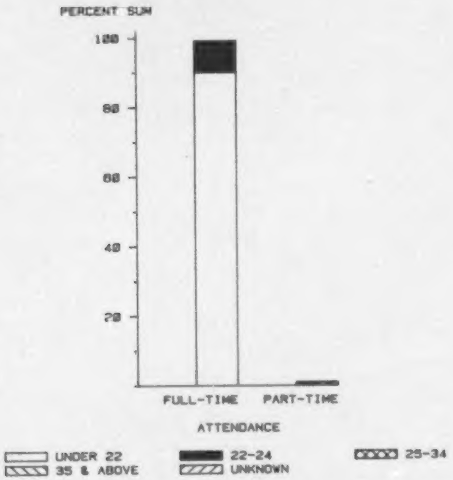
The Institution's Future Directions to 1990

Believing that the uniqueness of the Virginia Military Institute lies, in part, in the close relationship which exists between instructor and cadet, VMI limits its enrollment. There are no plans to enlarge the Corps to such an extent as to destroy the effectiveness of the VMI training and academic programs.

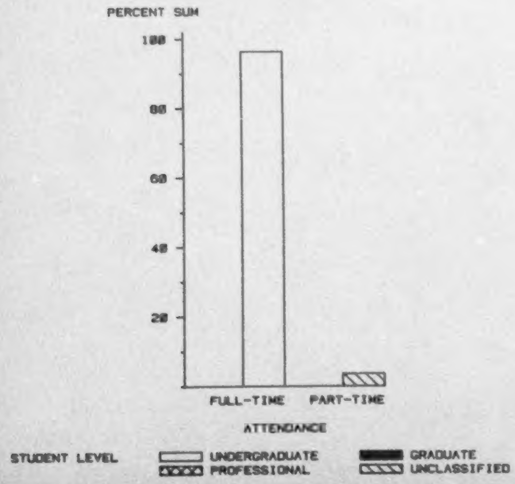
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
☐ 0.00-0.50
▤ 0.51-2.00
▥ 2.01-5.00
▩ 5.01-10.00
■ 10.01-100.00

Enrollment by Age
Fall 1979



Enrollment by Student Level
Fall 1980



Enrollment by Race
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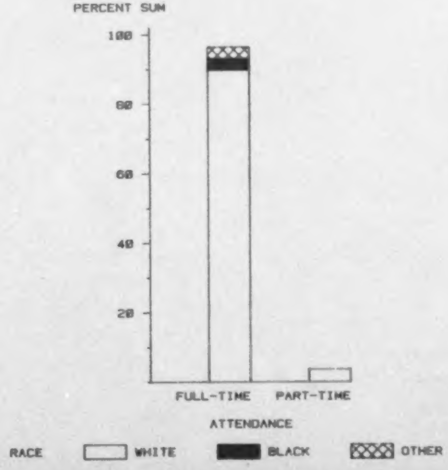
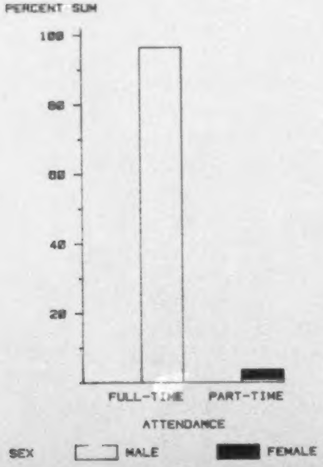
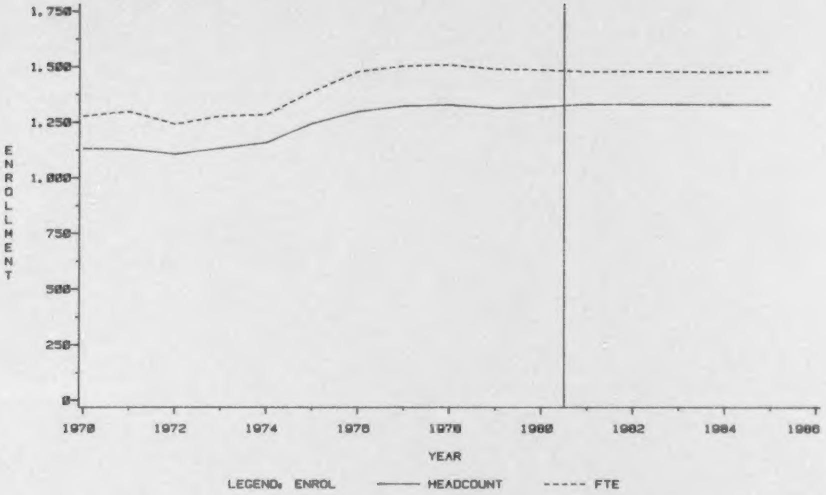


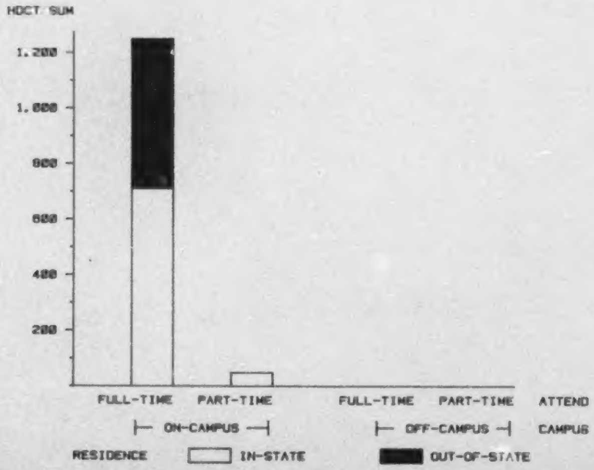
Enrollment by Sex
Fall 1980



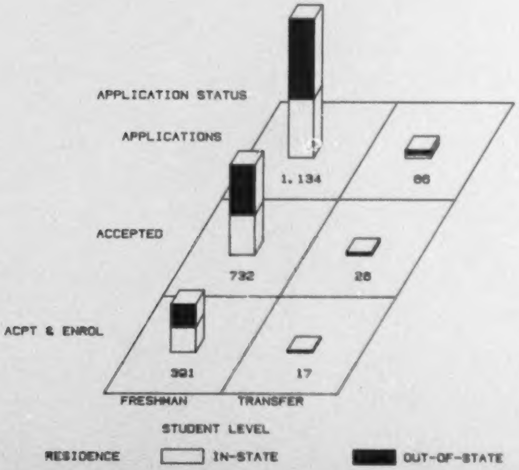
Actual and Projected Enrollment
1970 to 1986



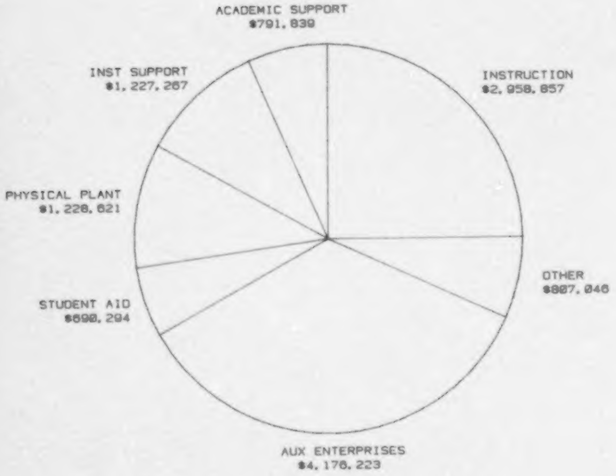
Total Headcount Enrollment
Fall 1980



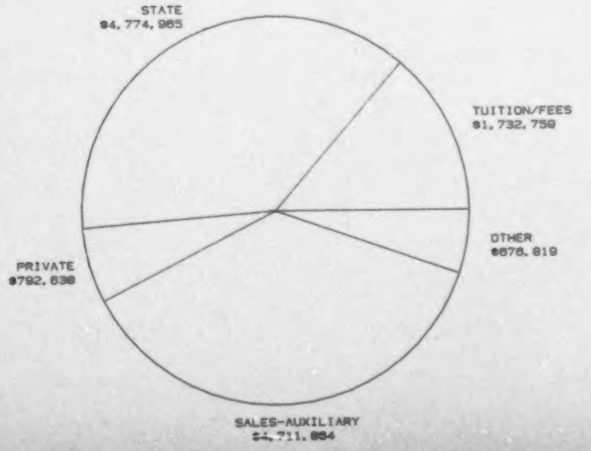
Admission Applications by Level
Fall 1980



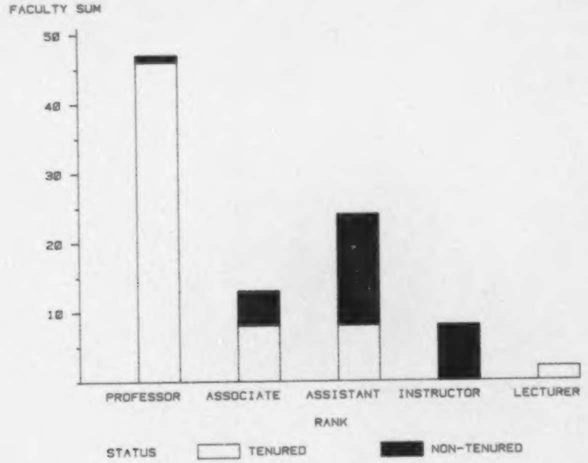
Funds Expenditures
Fiscal Year 1979–80



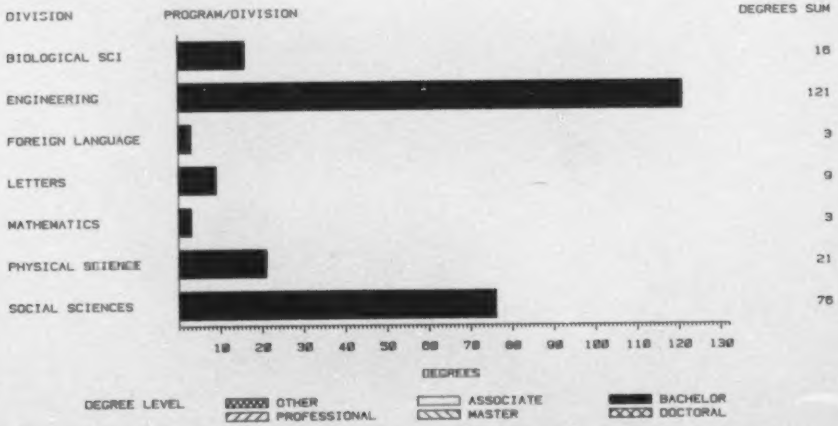
Sources of Funds Revenue
Fiscal Year 1979–80



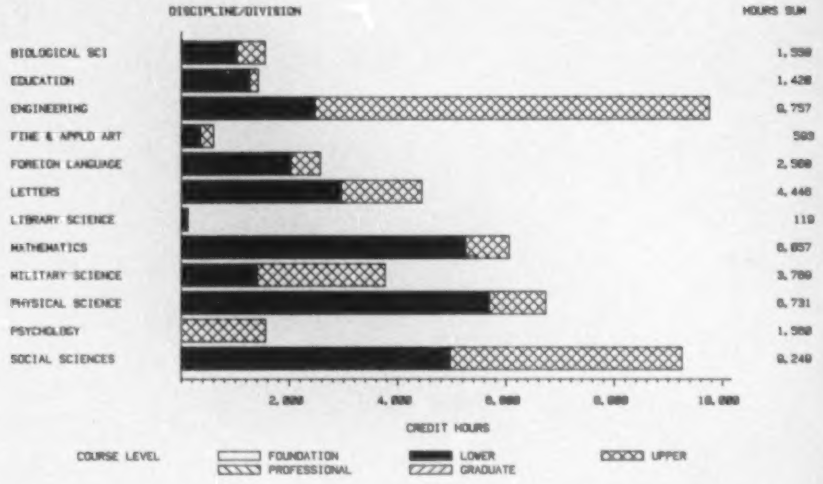
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



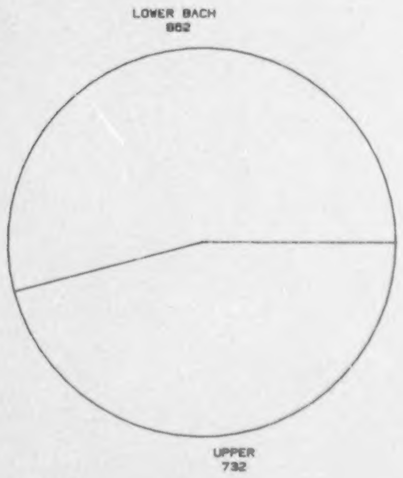
Degrees Conferred
Academic Year 1980–81



Annual Credit Hours
Academic Year 1980–81



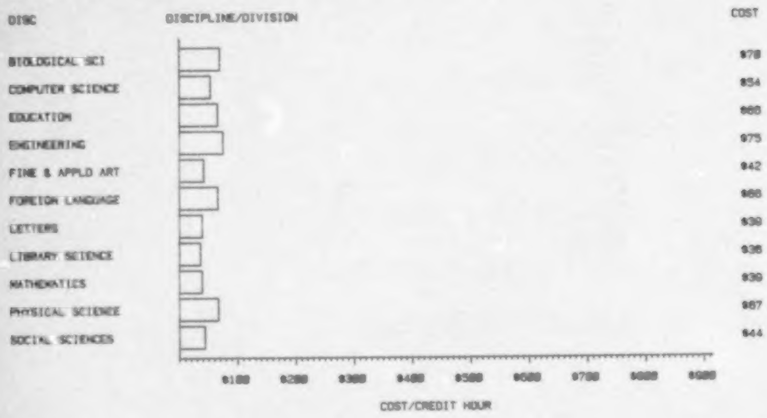
Annual Full-Time-Equivalent Enrollment
Academic Year 1980–81



Direct Cost per Credit Hour

Academic Year 1978–79

FICE=3753 COURSE LEVEL=LOWER



Direct Cost per Credit Hour

Academic Year 1978–79

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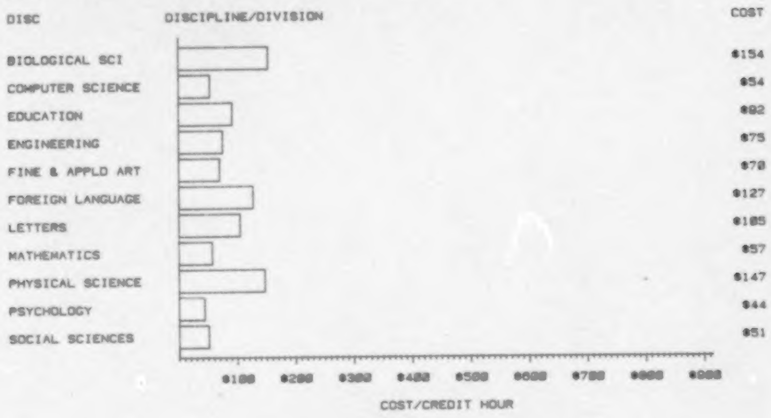
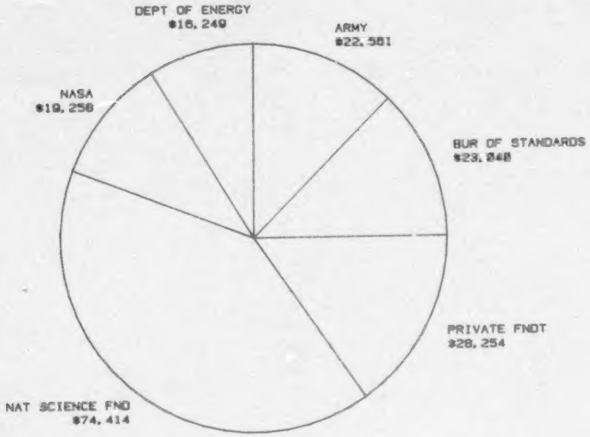
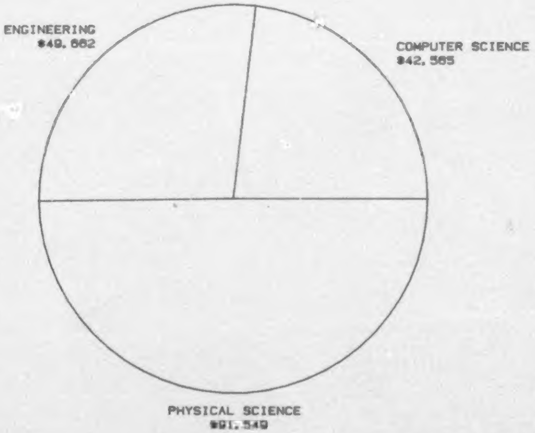


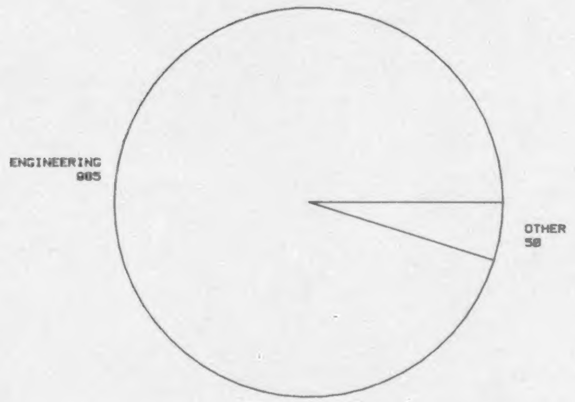
Research Expenditures by Funding Source
Academic Year 1980–81



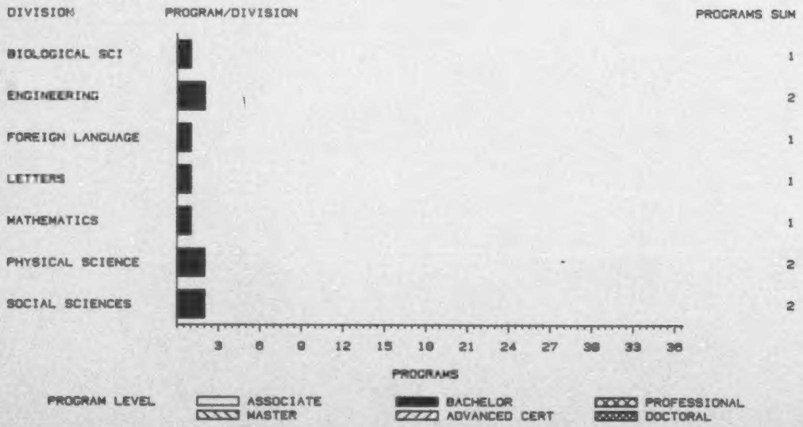
Research Expenditures by Discipline/Division
Academic Year 1980–81



Non-Credit Registrants
Academic Year 1979-80



Approved Degree Programs
Academic Year 1981-82



Programs Approved for Initiation
1982-84

BS. IN MECHANICAL ENGINEERING

Virginia Polytechnic Institute and State University

Blacksburg

History and Development of the Institution

Virginia Tech was founded in 1872 as a land-grant college under the provisions of the Morrill Act. The historic legislation provided that the land-grant endowment should support the teaching of the agricultural and mechanical arts and sciences, and all scientific and cultural studies related to "the liberal and practical education of the industrial class in the several pursuits and professions of life."

Over the past century, the University has evolved into one of Virginia's two comprehensive doctoral-granting research universities serving the Commonwealth and the nation. It is organized in seven undergraduate colleges—Agriculture and Life Sciences, Architecture and Urban Studies, Arts and Sciences, Business, Education, Engineering, Home Economics—in addition to the College of Veterinary Medicine, and the Graduate School. Some 12,000 applications are received each year for a freshman class of approximately 3,800 positions. The research program, which focuses on the advancement of scientific knowledge, is supported by nearly $41 million in state, federal, and other external funds. The University also has an extensive network of extension offices in the counties and cities of Virginia to disseminate useful information to the citizens of the State.

The Morrill act incorporated three fundamental concepts, revolutionary at the time but now basic to the national system of land-grant universities: 1) that higher learning should be made available to talented men and women regardless of economic class or condition; (2) that inquiry and instruction should be directed toward the end of knowledge for its own sake, as well as toward knowledge applied for the benefit of all; and (3) that the results of scientific inquiry should be immediately and broadly disseminated throughout society.

In addition to the influence of the Morrill Act, the distinctive character of the University has been further shaped by other federal legislation, particularly the Hatch Act (1877) establishing a network of agricultural experiment stations, and the Smith-Lever Act (1914) which created a Federal Extension Service in the U.S. Department of Agriculture. These principles were recognized by the Virginia General Assembly in 1966 with the establishment of the Research and Extension Divisions as statutory agencies of the Commonwealth.

Purpose of the Institution

The following statement has been developed by the faculty and approved by the Board of Visitors relative to the future development of the University:

> Virginia Polytechnic Institute and State University is a publicly supported land-grant institution, charged with responsibility for carrying out programs in teaching, research, and extension primarily for the benefit of the people of Virginia. . . . The University strives for excellence in fulfilling all three missions of a comprehensive land-grant institution. Achievement of these goals depends on concentrating efforts on those activities that the University is uniquely qualified to pursue, and on effectively planning and adapting programs in teaching, research, and extension to the changing needs of society and to the University's evolving capabilities . . . Deserving high priority among the University's aims are attraction of the best potential students and increased emphasis on recruiting and developing faculty of the highest quality. Also crucial are enhancement of the intellectual atmosphere, continued improvement in instruction and extension programs, vigorous support of research and graduate studies, maintenance of critical standards in all areas, and provision of adequate support services.

Mix of Instruction, Research, and Public Service

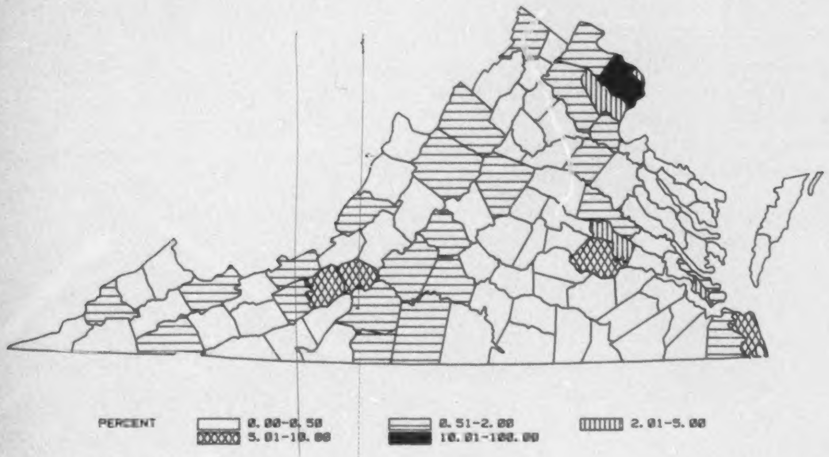
Virginia Tech is fully committed to the three primary missions: instruction, research, and public service. More than half of the University's budget is allocated for instruction with the remainder divided between research and public service.

The Institution's Future Directions to 1990

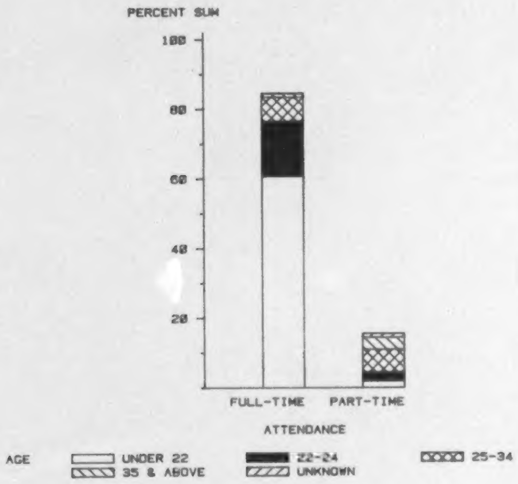
The University believes that Virginia will be best served in the coming decades if Virginia Tech's energies and resources are focused principally on strengthening the quality of all of its programs. This conclusion is based on three premises: (1) qualitative improvement to the point of excellence in the University's instructional, research and extension programs must remain a primary goal; (2) thoughtful and continuing evaluation leading to decisions to initiate, eliminate, or strengthen specific programs in response to the changing needs of the Commonwealth is essential; (3) continuous encouragement of its component divisions to evaluate their respective missions and ensure that their purposes are compatible with the overall goals of the University.

The University intends to continue its admission policy of giving Virginia students a high priority for its freshman and transfer positions. It also plans to maintain extension offices throughout the Commonwealth and to offer off-campus programs where needed, in cooperation with localities, the State Council of Higher Education and the regional consortia for continuing education. In addition, research to benefit the Commonwealth and the nation will continue to be a vital aspect of the University's mission.

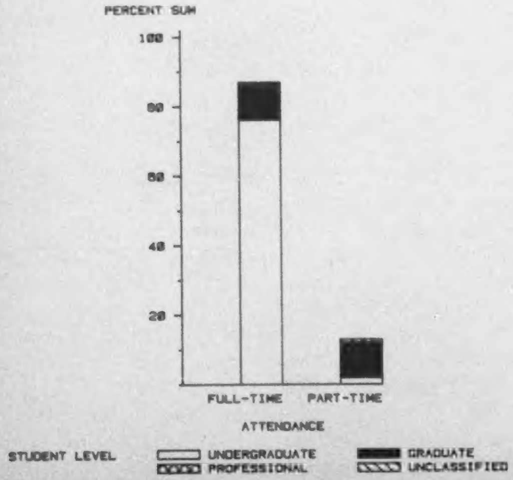
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

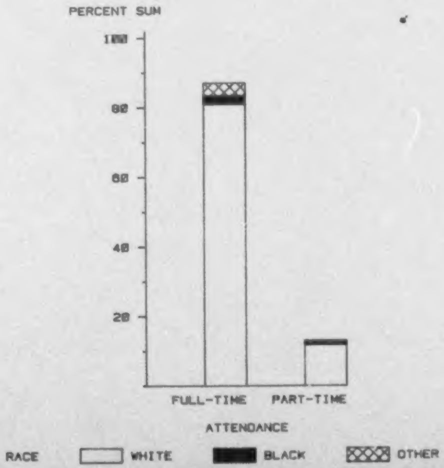
Enrollment by Age
Fall 1979



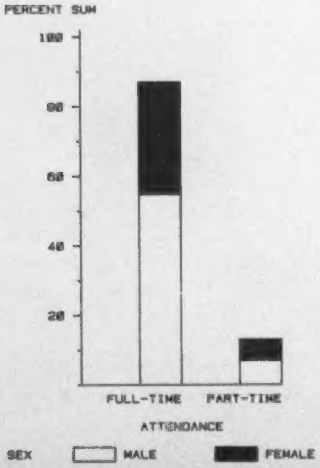
Enrollment by Student Level
Fall 1980



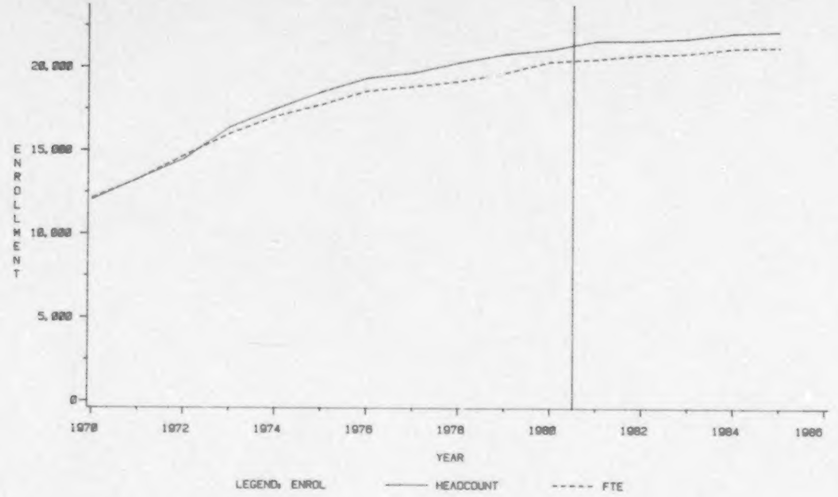
Enrollment by Race
Fall 1980



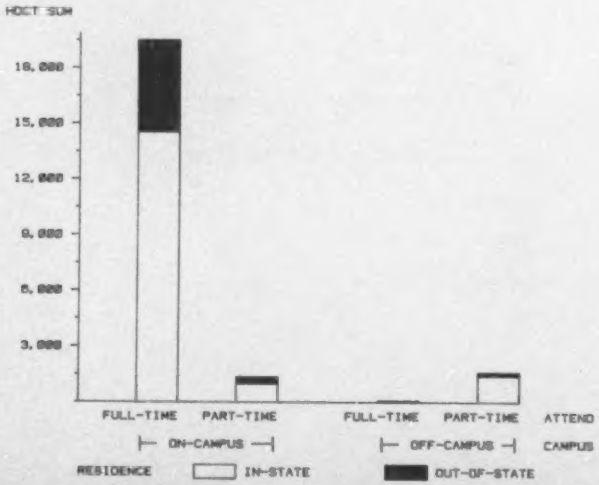
Enrollment by Sex
Fall 1980



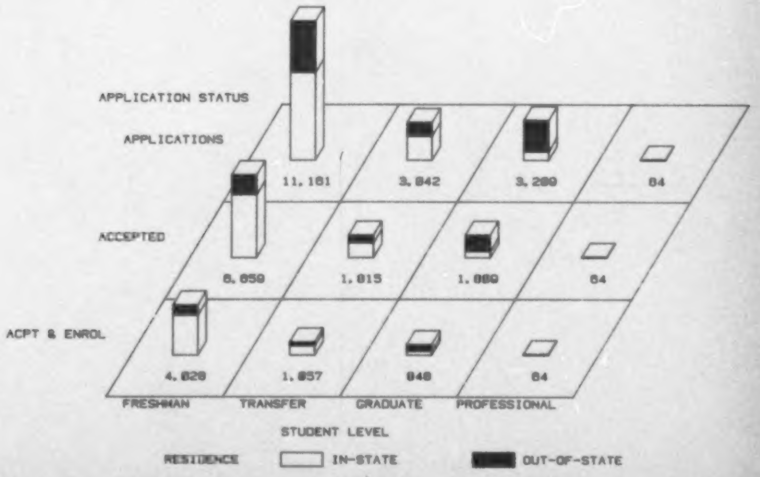
Actual and Projected Enrollment
1970 to 1986



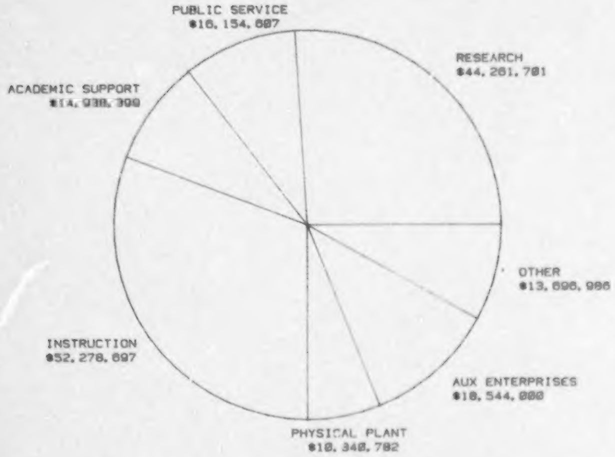
Total Headcount Enrollment
Fall 1980



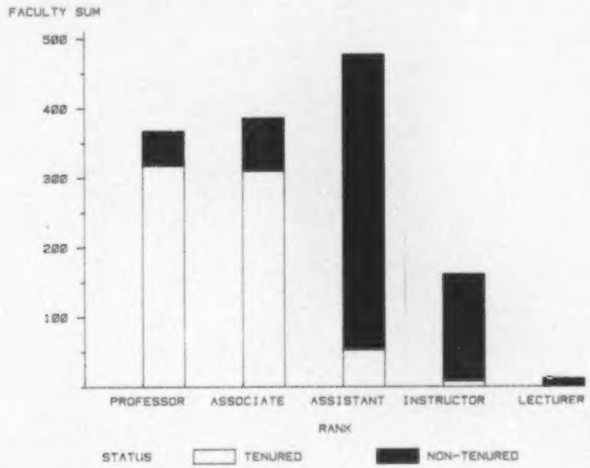
Admission Applications by Level
Fall 1980



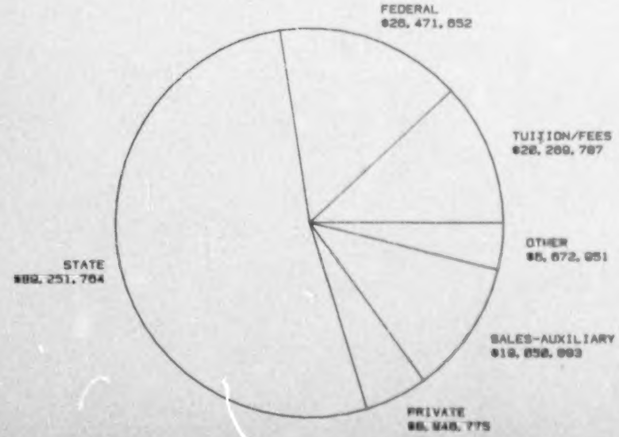
Funds Expenditures
Fiscal Year 1979–80



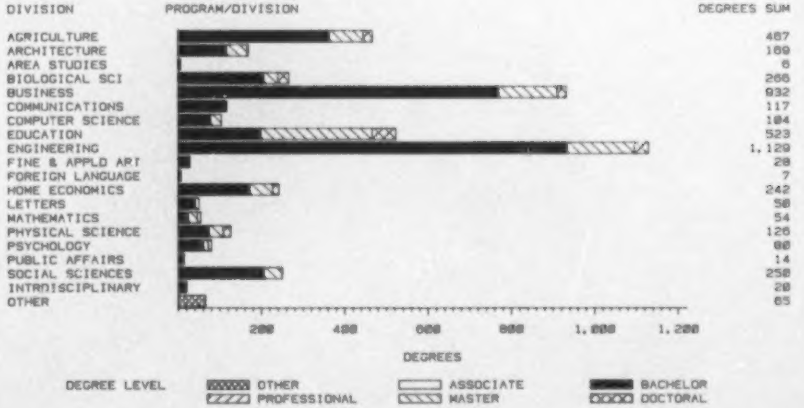
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80

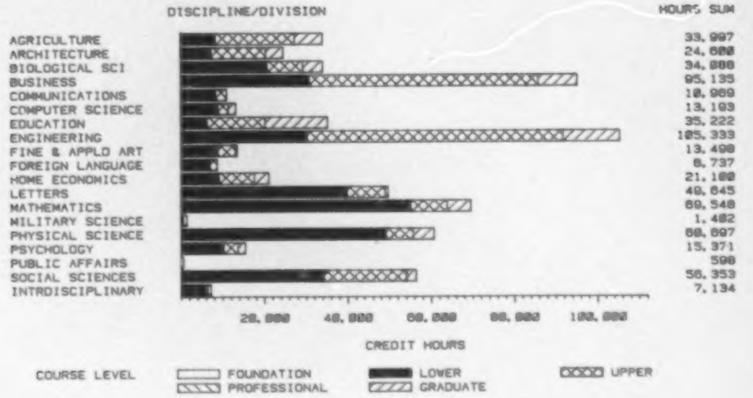


Degrees Conferred
Academic Year 1980–81



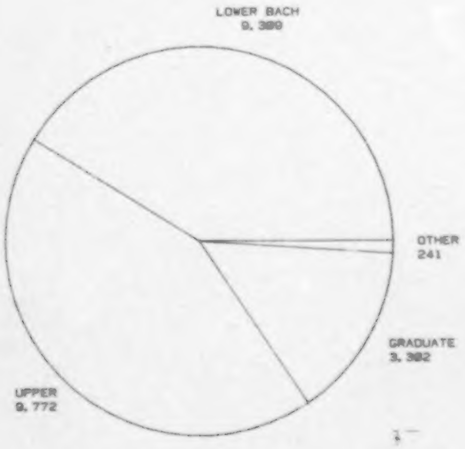
Annual Credit Hours

Academic Year 1980–81



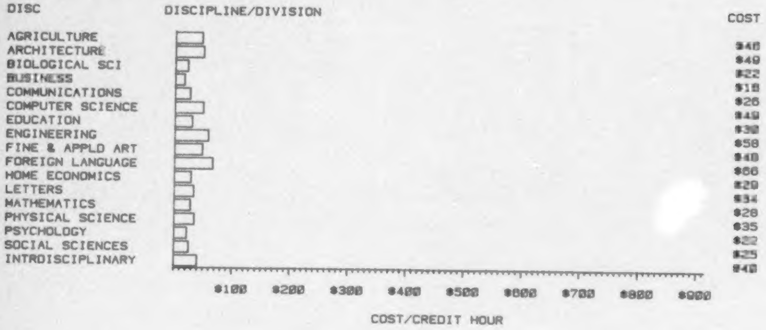
Annual Full-Time-Equivalent Enrollment

Academic Year 1980–81



Direct Cost per Credit Hour

Academic Year 1978–79 FICE=3754 COURSE LEVEL=LOWER



Direct Cost per Credit Hour

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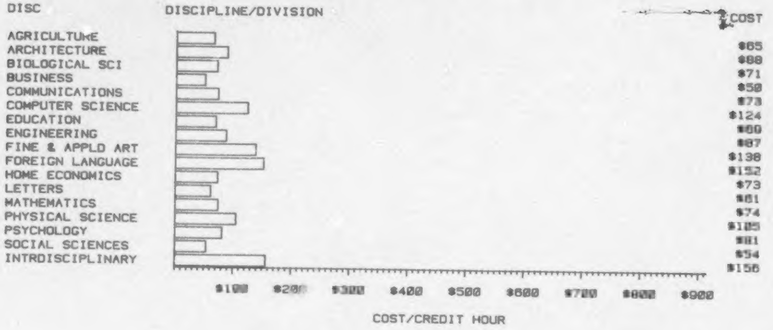

Direct Cost per Credit Hour

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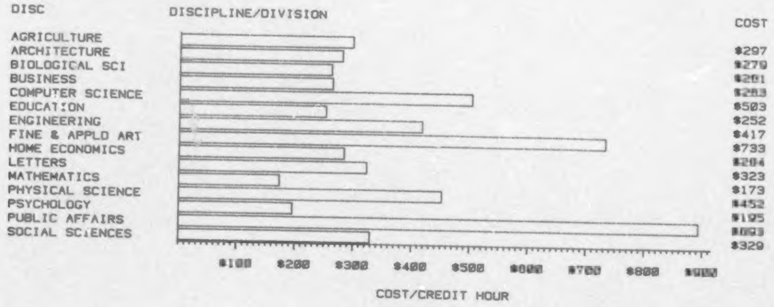
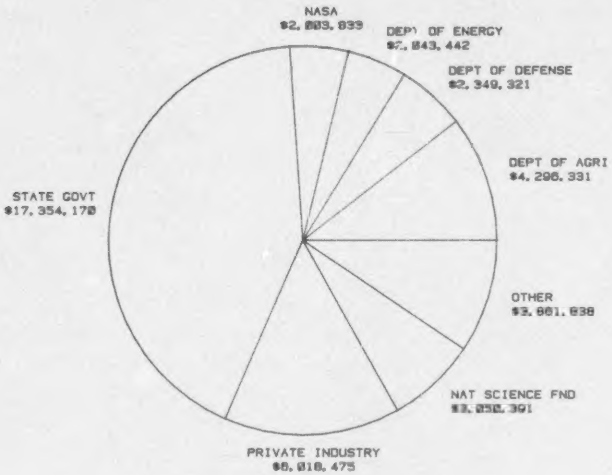
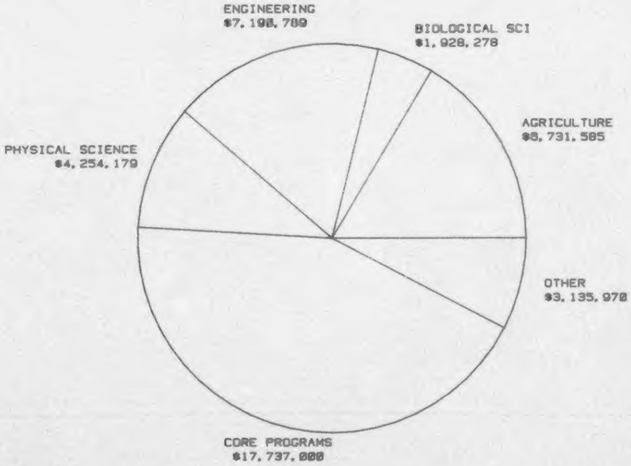


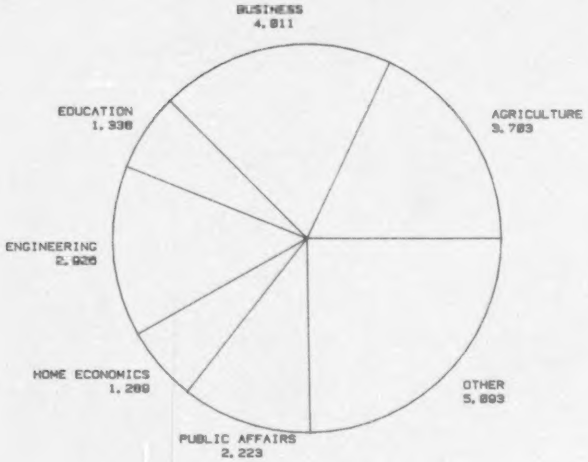
Research Expenditures by Funding Source
Academic Year 1980–81



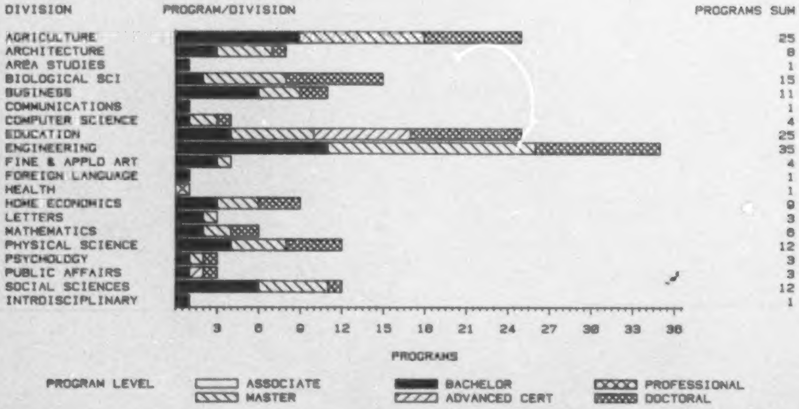
Research Expenditures by Discipline/Division
Academic Year 1980–81



Non-Credit Registrants
Academic Year 1979-80



Approved Degree Programs
Academic Year 1981-82



Programs Approved for Initiation
1982-84

PHD. IN MINING AND MINERALS ENGINEERING

Virginia State University

Petersburg

History and Development of the Institution

Founded in 1882, Virginia State University has always been a coeducational institution and draws about 85 percent of its 4,500 students from within the state. The bill for the establishment of the Virginia Normal and Collegiate Institute, as the University was first named, was introduced by a black delegate, Alfred W. Harris. One of a half-dozen black legislators, Harris had his law office in Petersburg but lived in, and represented, Dinwiddie County in the General Assembly. The institution's Act of Incorporation, approved by the General Assembly on March 6, 1882, stipulated that the Institute should establish "a college, and such professional departments as the board of visitors may think expedient and proper"; that the curriculum in the college departments should include the higher mathematics and classics; and that the Institute should also include a normal department, not to exceed three years in length, to provide less than baccalaureate degree work. The institution was originally intended to provide educational opportunities to black Virginians, although its present purpose is to serve the entire population of the Commonwealth.

Early in 1883, a commission appointed by the Governor purchased for the Institute Fleet Farm, a tract of land northwest of Petersburg. On July 4, 1883, the cornerstone of the central building, known then as Main Building and later as Virginia Hall, was laid. On May 20, 1887, by amendment of the original Act of Incorporation, the General Assembly standardized the curricula of the normal and collegiate courses. On March 29, 1902, in an amendment to its 1887 action, the General Assembly eliminated the college department and changed the name of the institution from Virginia Normal and Collegiate Institute to Virginia Normal and Industrial Institute. The amendment also indicated that the course of study should embrace normal and industrial departments and such other departments as deemed best by the Board of Visitors. From 1872 to 1920, Virginia supported two land grant colleges: a state school, Virginia Polytechnic Institute and State University, and a private school, Hampton Institute. In 1920, the land-grant role was transferred from Hampton to Virginia State. Shortly thereafter the Board of Visitors restored the college department (1922) and by legislative enactment had the name changed from Virginia Normal and Industrial Institute to Virginia State College for Negroes (1930). By an act of the 1946 General Assembly, the official name of the institution became Virginia State College. It retained that name until the General Assembly changed it to Virginia State University in 1979.

Today, the University consists of seven schools: Agriculture and Applied Sciences, Business, Education, Humanities and Social Sciences, Natural Sciences, Continuing Education, and Graduate Studies. In addition to the bachelor's degree, it offers the master's degree and a post-master's (30 hours beyond the master's) advanced certificate program. The University has agreements with J. Sargeant Reynolds and John Tyler community colleges with regard to transfer programs in engineering technology and nursing. It cooperates with Virginia Commonwealth University in the health education, Master of Interdisciplinary Studies, and Master of Education in Developmental and Remedial Reading programs. It also cooperates with Old Dominion University in a five-year mathematics/engineering degree program.

The University designs its experiences to be responsive to the concept of an open admissions policy, and its strategies fulfill the needs of three distinct categories of students: (a) those who can move at an accelerated academic pace, (b) those who have adequate prior preparation and (c) those with academic potential but who are educationally deficient in their prior preparation.

Purpose of the Institution

Virginia State University is a multi-purpose, coeducation, land-grant, baccalaureate and graduate-level institution. It serves students who live on campus and those who commute. In the main, it serves students from Southside and Central Virginia; however, others come from throughout the state, other states, and 17 foreign countries. As a land-grant institution, it is engaged in instruction, extension, and cooperative research programs.

Extensive continuing education activities are offered through an Evening Program, a Weekend Program, an Off-Campus Program, a Holiday Program, summer sessions, and non-traditional degree programs. Also, non-credit educational experiences are provided through conferences, workshops, short courses, seminars, and special programs. The University has a commitment to extend its research and teaching resources to meet the educational needs of the broader community, to meet the personal growth needs of individuals, and to provide learning experiences to persons engaged in the professions, industry, business, and public agencies.

Extent of the Institution's Mix of Instruction, Research, and Public Service

The University's objective is to promote and synthesize instruction, research, and public service. The primary emphasis at Virginia State University is on the function of instruction with the research and public service activities receiving major commitments through the institution's land-grant relationships and the School of Continuing Education.

The University engages extensively in research activities that seek resolutions to the problems facing society. For this purpose, it annually obtains external funding exceeding $4.7 million for the support of sponsored research activities.

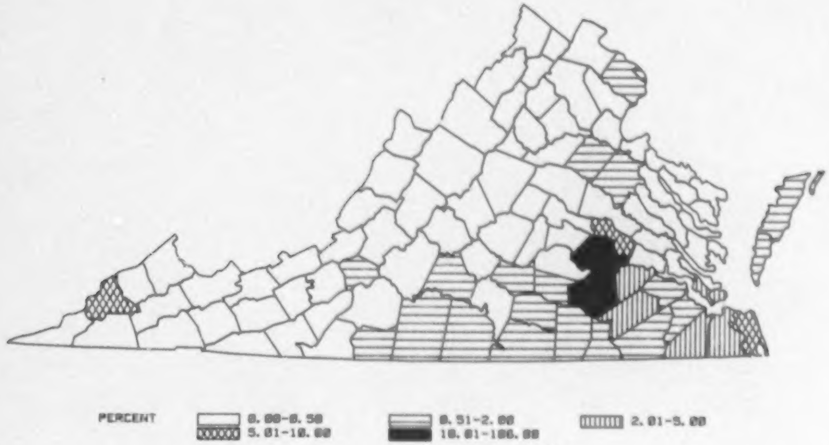
Virginia State University is a moderate-size, comprehensive institution. It maintains close educational relationships among its alumni, friends, faculty, staff, and students. It seeks to motivate students to pursue self-directed learning, to offer traditional and non-traditional educational programs, to help residents in rural communities acquire skills necessary for them to improve conditions in their communities, and to establish and maintain relationships with lesser developed countries.

The institution currently offers 43 bachelor's degree programs, 24 master's degree programs, and the post-master's advanced certificate program. These programs are designed to provide its students with a basic liberal arts education supplemented with pre-graduate degree preparation, job-oriented skills essential for both public and private professions, and retraining opportunities for individuals whose job skills have become obsolete.

The Institution's Future Directions to 1990

Virginia State University will continue to serve Southside Virginia. Its enrollment will remain relatively stable, showing moderate growth as its programmatic thrust broadens to include a revitalized School of Agriculture and Applied Sciences. During the next ten years, the enrollment will increase by approximately 400 students. The University will enter the decade of the 1990's with a focus on new and innovative degree programs in Hotel Restaurant Management, Food Marketing/ Food Industry Management, and Public Administration. International business studies will augment currently existing traditional programs within all business disciplines. The development of a post-baccalaureate degree in business administration, if approved, will highlight the wide variety of programs, consistent with the growing needs of tomorrow's world of work for professionals. The University intends to propose offering doctoral level programs and to provide opportunities in Southside Virginia for additional preparation and licensure in the professions, business, industry, engineering technology, human services, and nursing. Also, it will continue its strong traditional land-grant functions and programs in the liberal arts, sciences, and education.

Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
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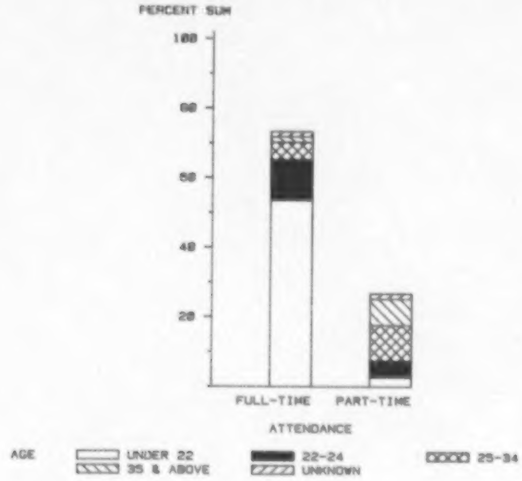
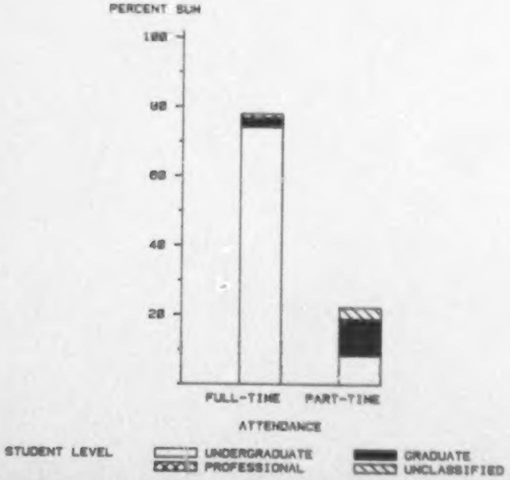
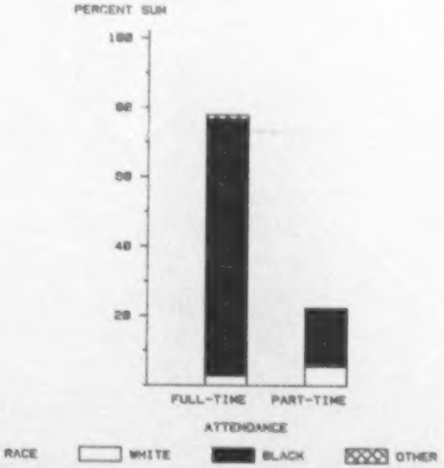
Enrollment by Age
Fall 1979



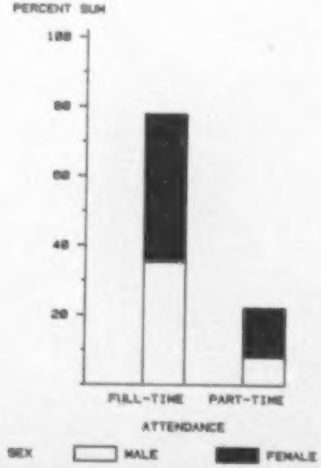
Enrollment by Student Level
Fall 1980



Enrollment by Race
Fall 1980

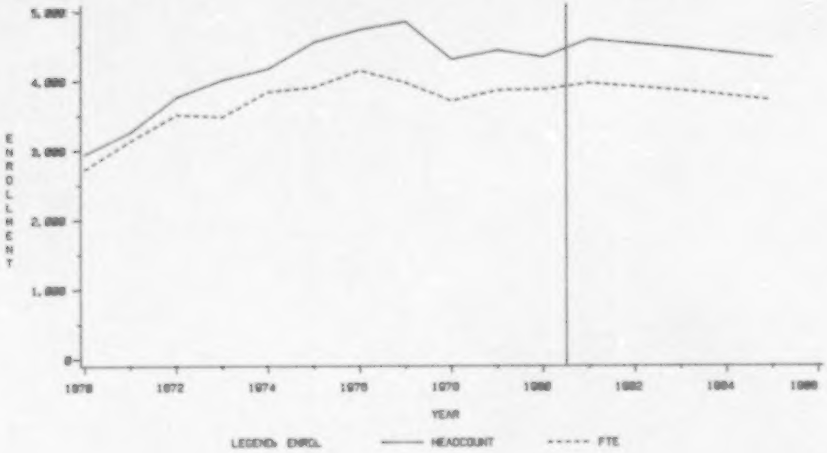


Enrollment by Sex
Fall 1980



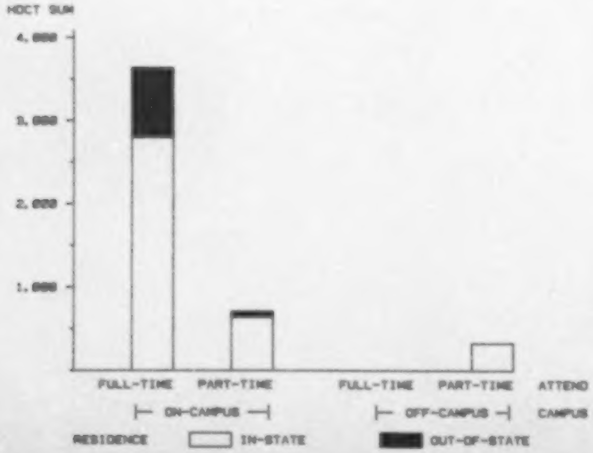
Actual and Projected Enrollment

1970 to 1986



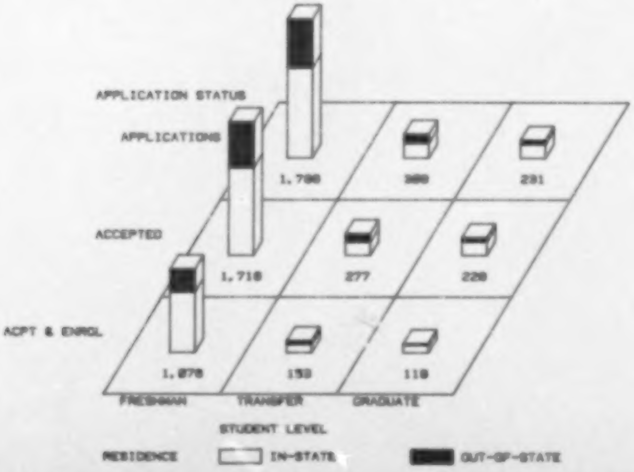
Total Headcount Enrollment

Fall 1980

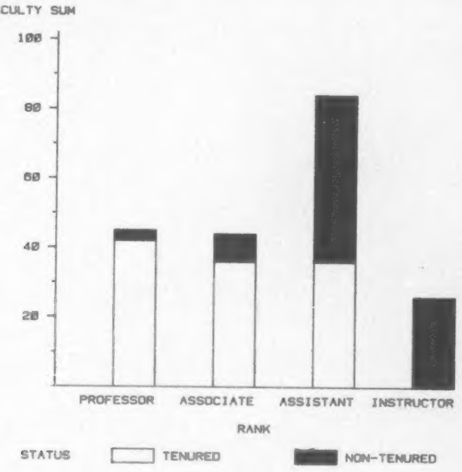


Admission Applications by Level

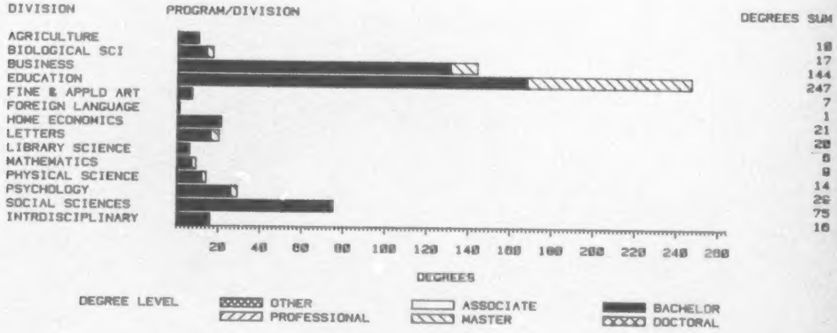
Fall 1980



Tenure of Full-Time Instructional Faculty
Academic Year 1980-81

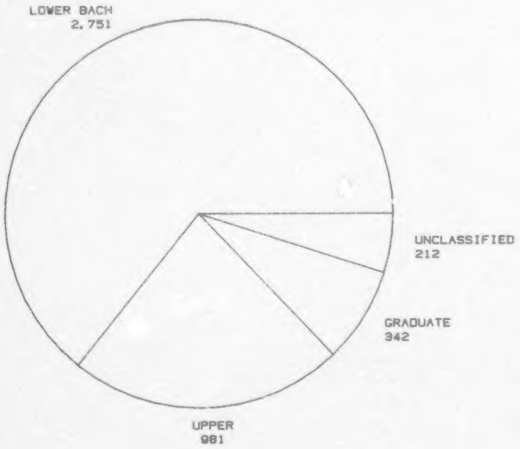


Degrees Conferred
Academic Year 1980-81



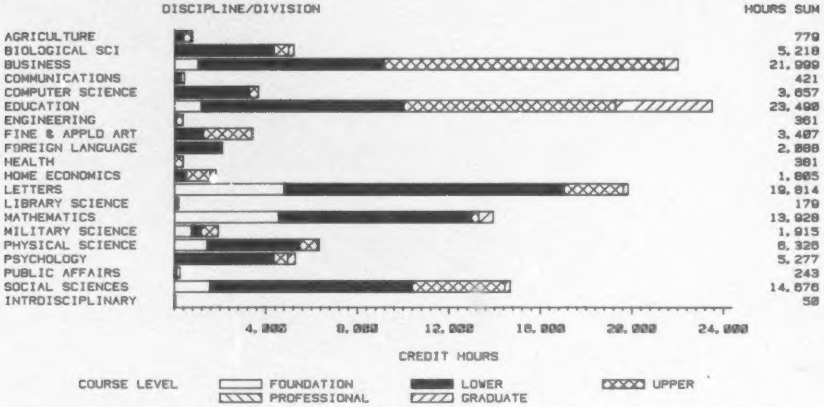
Annual Full-Time-Equivalent Enrollment

Academic Year 1980-81



Annual Credit Hours

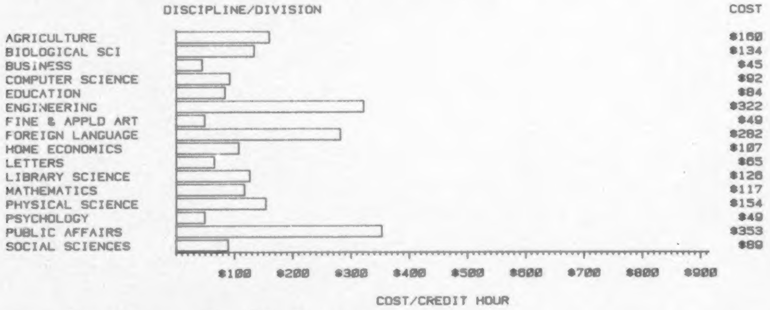
Academic Year 1980-81



Direct Cost per Credit Hour

Academic Year 1978-79

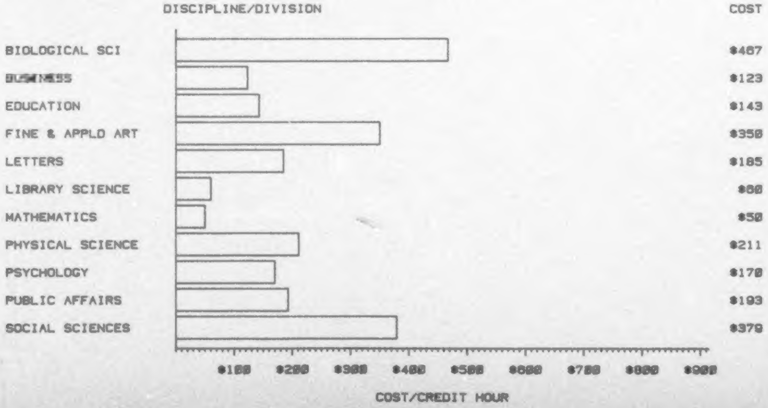
COURSE LEVEL=UPPER



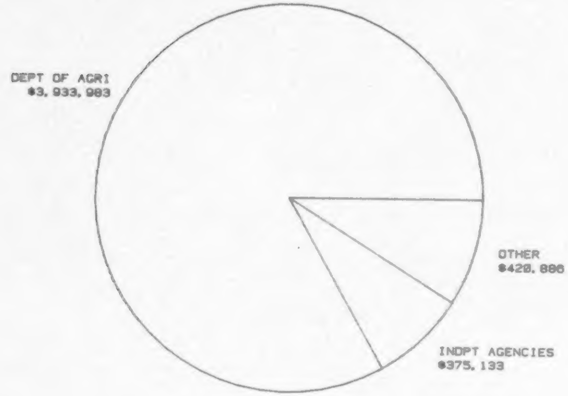
Direct Cost per Credit Hour

Academic Year 1978-79

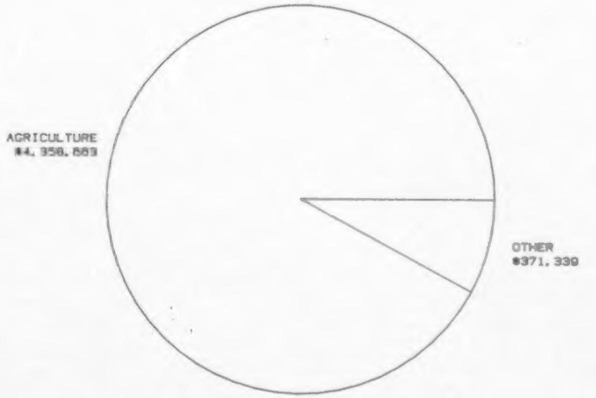
COURSE LEVEL=GRADUATE



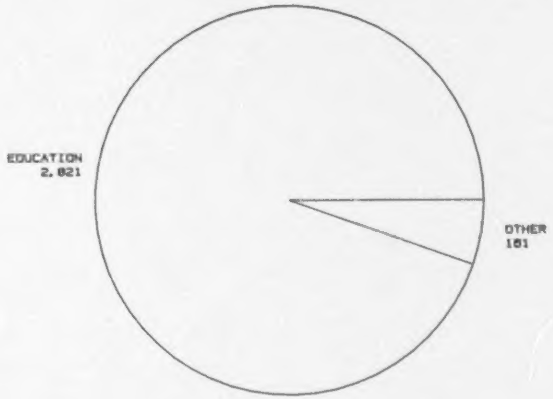
Research Expenditures by Funding Source
Academic Year 1980–81



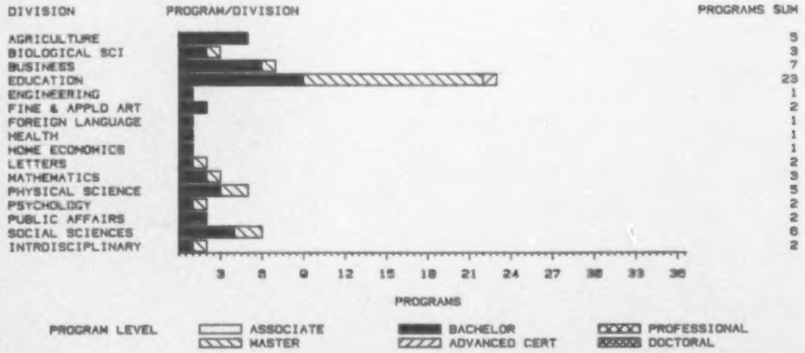
Research Expenditures by Discipline/Division
Academic Year 1980–81



Non–Credit Registrants
Academic Year 1979–80



Approved Degree Programs
Academic Year 1981–82



Programs Approved for Initiation
1982–84

BA. IN INTERNATIONAL STUDIES
MED. IN DEVELOPMENTAL/REMEDIAL READING

Virginia Community College System

Virginia Community College System

History and Development of the Institution

The impetus for the establishment of the statewide system of community colleges in Virginia was a desire on the part of the Commonwealth to expand the educational opportunities available for citizens beyond high school. In the early 1960's, educational opportunities within the State were limited, because higher education programs were not available in some regions. In addition, the State was unable to meet the demand of new industries for skilled workers. The General Assembly, aware of the needs, established the Commission on Vocational and Technical Education in 1962, and, in 1964, created the State Board of Technical Education and the Department of Technical Education to establish and administer vocational and technical schools. Also in 1964 the Assembly appointed the Virginia Higher Education Study Commission with a mandate to examine the possible establishment of community colleges to fill a gap in Virginia's system of higher education.

In 1966, legislation was enacted to create a Department of Community Colleges and a State Board for Community Colleges. The legislation provided for the creation and maintenance of a statewide system of comprehensive community colleges—the Virginia Community College System—with the State Board for Community Colleges responsible for the establishment and administration of all the comprehensive community colleges within the system. In addition, local Community College Boards were established to act in an advisory capacity to the State Board. Several technical schools and university branches which existed in 1966, along with the addition of a number of new colleges, formed the System which now exists. Today each of the 23 community colleges, formed the System which now exists. Today each of the 23 community colleges nity colleges located throughout Virginia serves a designated geographic region.

In 1977, the General Assembly passed a resolution changing the role of the State Board for Community Colleges from a board of a State agency to a governing board of a statewide institution of higher education.

The mission of the Virginia Community College System is to assure, as part of the Statewide education community, that all individuals who can benefit through the development and extension of their skills and knowledge will be able to do so. To accomplish this mission, the VCCS provides quality programs and services that are financially and geographically accessible.

The 23 individual colleges are comprehensive, offering freshman and sophomore courses in the arts and sciences which may be acceptable for transfer to baccalaureate degree programs; diversified technical curricula including programs leading to the associate degree; occupational and technical education leading directly to employment; and courses in general and continuing education for adults. The principal emphasis of the System is occupational-technical education. Transfer, developmental, continuing education and community service programs are integral parts of the mission. These programs are supported by student development services. In addition, the VCCS responds to community needs by providing trained individuals for industry, business, professions, government and other educational institutions.

In the fall quarter, 1980, the VCCS enrolled 103,000 students in on-campus courses and an additional 7,129 students in off-campus credit offerings. In addition, there were approximately 86,677 enrollments in community service offerings during 1980-81.

Seventy percent of the community college students in fall 1980 were enrolled part-time, and over 50 percent of the students attending community colleges were 25 years of age and above. The median age of community college students was 25 in fall 1980, but 854 students were 60 years or older. Women now represent 57 percent of all students, while blacks have increased from 9 percent in 1972 to 14 percent in 1980. Many students attend community colleges to prepare for entry into baccalaureate degree programs or to seek job training. Increasing numbers of students enroll initially as non-curricular students. Their goals are varied, but the majority attend community colleges to upgrade skills for a present job, to develop skills for a new job, or to explore careers; many also attend for general knowledge, as well as cultural and personal enrichment.

Transfer agreements with four-year institutions promote the successful transfer of students from the two-year colleges.

Purpose of the Institution

The purpose of the Virginia Community College System is to provide all citizens in the Commonwealth access to post-secondary educational opportunities within commuting distance of their home or work and at a cost which most can afford. The modified open-door admissions policy ensures that all citizens who can benefit from programs and services provided by the colleges will have the opportunity to do so.

Each community college participates, along with senior colleges and universities, in one of the six regional continuing education consortia. The consortia are committed to provide continuing education opportunities and public service activities which meet the needs and interests of citizens in each region of the Commonwealth.

The continuing education and community service programs offered by the community colleges are varied. The continuing education programs include credit offerings, located in both on and off-campus facilities, which may be used for general educational improvement and which may meet the needs of such specific career groups as legal secretaries or bank employees. The off-campus courses enable the college to extend educational opportunities to local communities. Noncredit courses and seminars, which are self-supporting, provide learning experiences which are not available in traditional credit programs. College facilities and personnel are available to citizens of the service region for special events. In addition, community service programs are offered by the colleges throughout the year. These programs are intended to provide educational and cultural opportunities for area residents. Art exhibits, lectures, workshops, conferences, festivals, and fairs are examples of the numerous community service programs offered at community colleges.

Extent of the Institution's Mix of Instruction, Research, and Public Service

Quality instruction at a reasonable cost and public service programs which meet the educational needs of the localities served are emphasized over the research function at community colleges. Nine programs which lead to Associate in Arts, Associate in Science, or Associate in Sciences and Arts degrees are offered as college transfer programs. Approximately 213 occupational-technical programs lead to the Associate in Applied Science degree or to certificates and diplomas. The occupational-technical programs include the following major curricular areas: agricultural and natural resource technology, arts and design technology, business technology, engineering/industrial technology, health technology, and public service technology.

Community service programs are specifically designed to meet the educational and cultural needs of the local community. Basic emergency medical technician courses, real estate examinations, seminars for women, health fairs, energy conservation seminars, English as a second language, and communication with the deaf are examples of only a few of the varied community service programs offered statewide by the community colleges.

The Institution's Future Directions to 1990

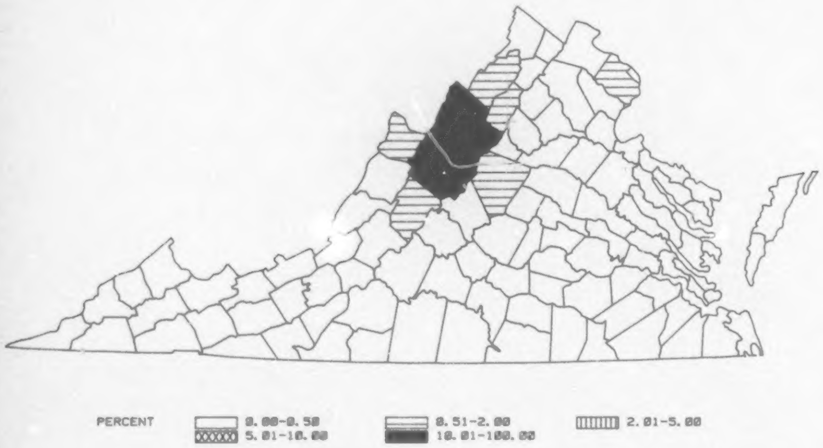
The growth and development of the Community College System since its inception in 1966 has enabled Virginia to make great strides toward increasing access to educational opportunities for citizens throughout the State. At the same time, the System has served the economic development of the State by training or retraining students who aid the State's economy by taking or returning to jobs in their local communities.

In the next decade, the Virginia Community College System will continue, within the scope of its mission, to provide to citizens throughout Virginia access to the educational opportunities which best meet their needs. It is anticipated that headcount enrollments will continue to grow, but at a somewhat slower rate than in previous years. The System expects to continue serving a diverse student body which will include additional adults, women, and minorities.

Programs and services will vary to meet the different educational needs of students attending community colleges. To keep abreast of the statewide manpower needs of business, industry, government, and the professions, colleges will continue to modify, add, or delete the occupational-technical programs which are offered. The demand for instruction at locations throughout the service regions of the colleges will increase and community colleges will strive to make more effective use of community resources.

Percent of Headcount Enrollment by County

Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
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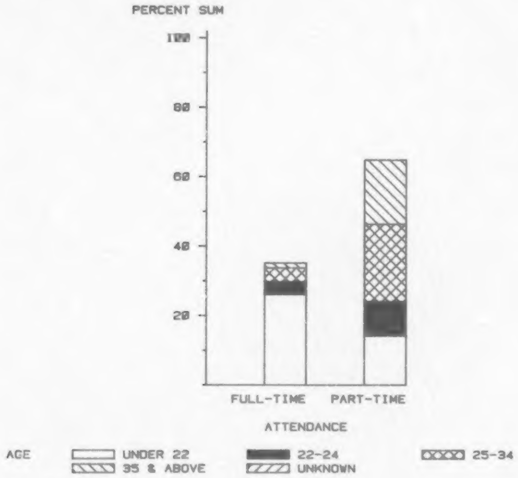
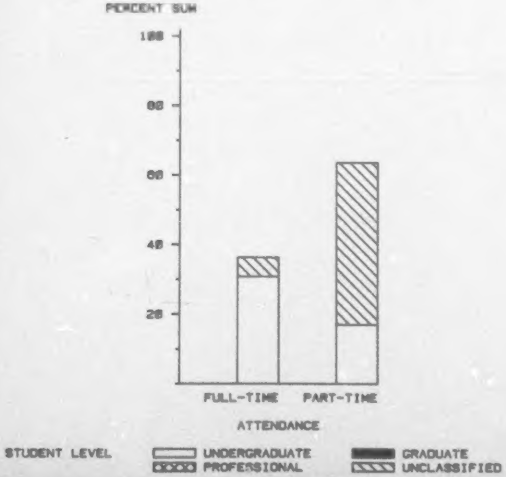
Enrollment by Age

Fall 1979



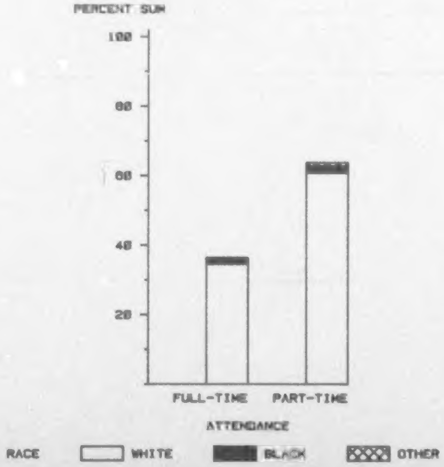
Enrollment by Student Level

Fall 1980



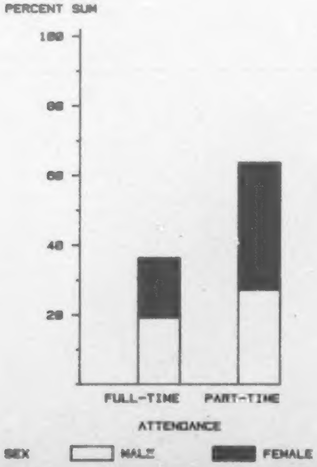
Enrollment by Race

Fall 1980

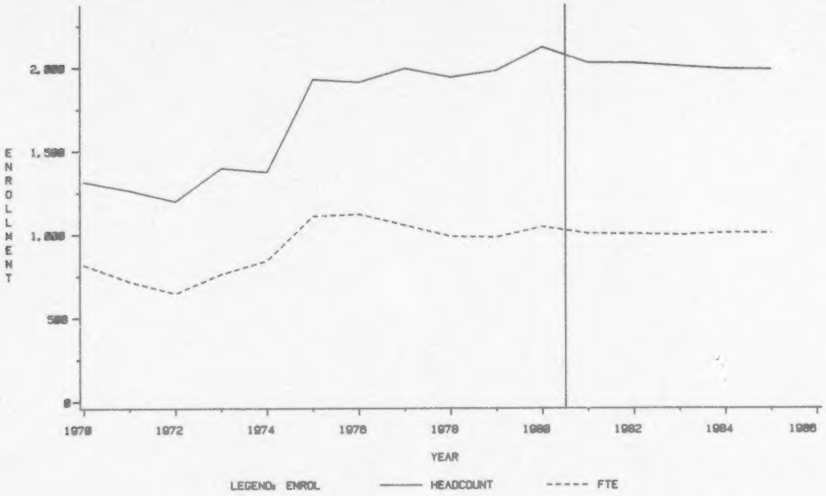


Enrollment by Sex

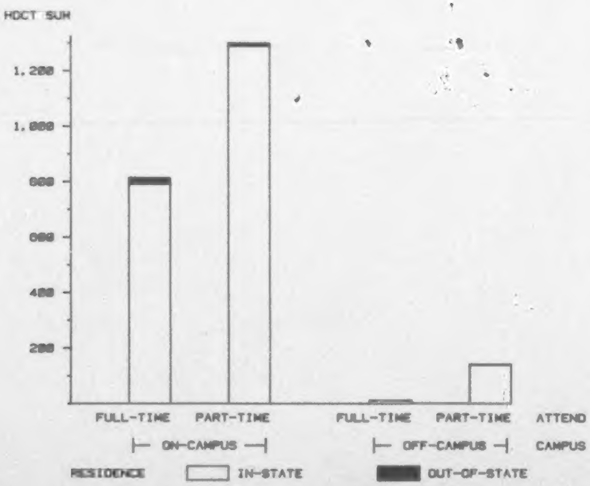
Fall 1980



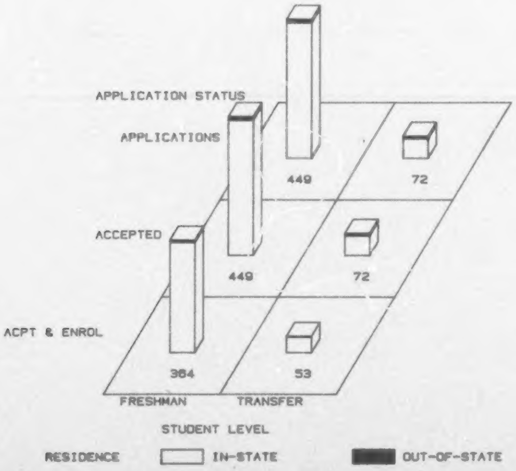
Actual and Projected Enrollment
1970 to 1986



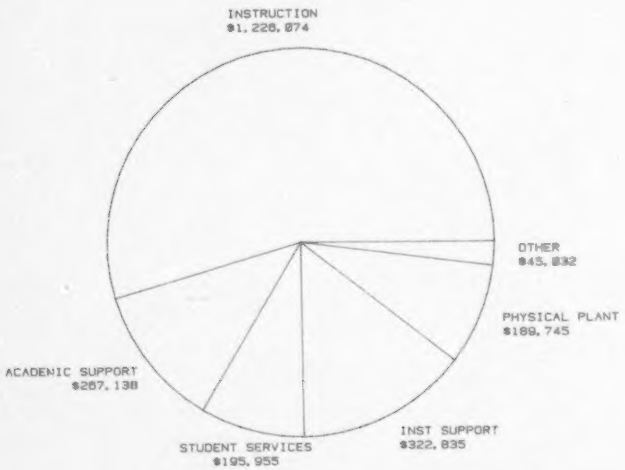
Total Headcount Enrollment
Fall 1980



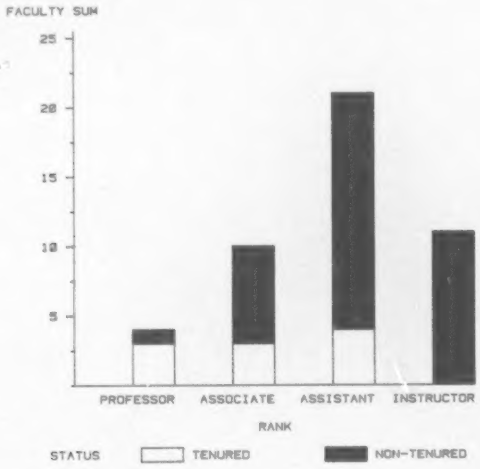
Admission Applications by Level
Fall 1980



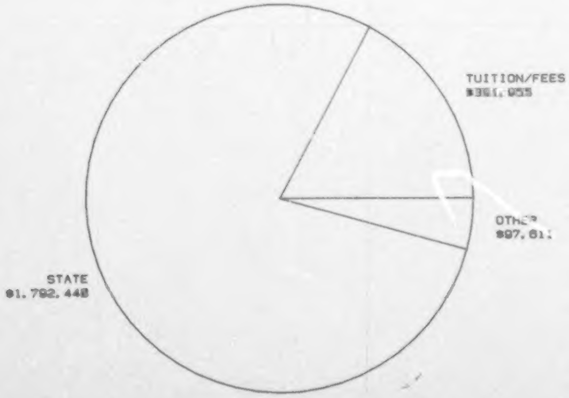
Funds Expenditures
Fiscal Year 1979–80



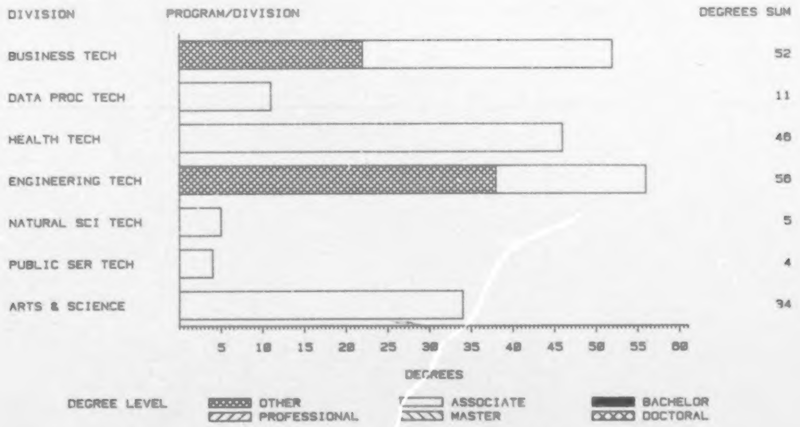
Tenure of Full-Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80

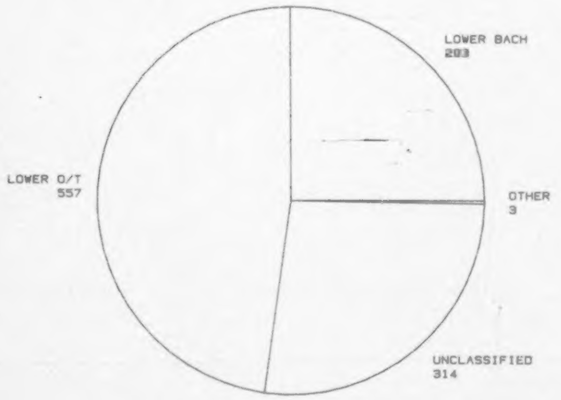


Degrees Conferred
Academic Year 1980–81



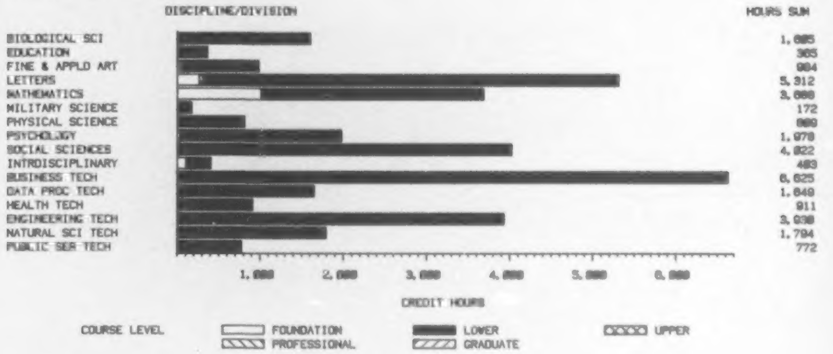
Annual Full-Time-Equivalent Enrollment

Academic Year 1980-81



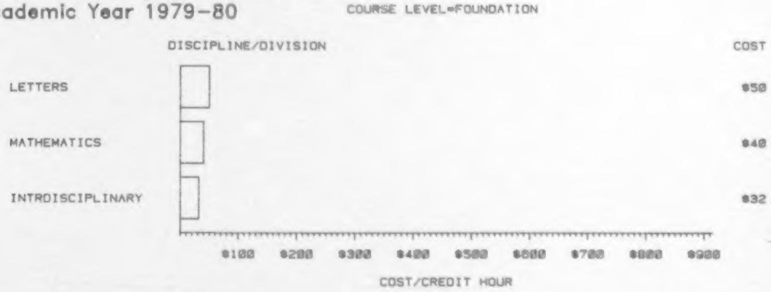
Annual Credit Hours

Academic Year 1980-81



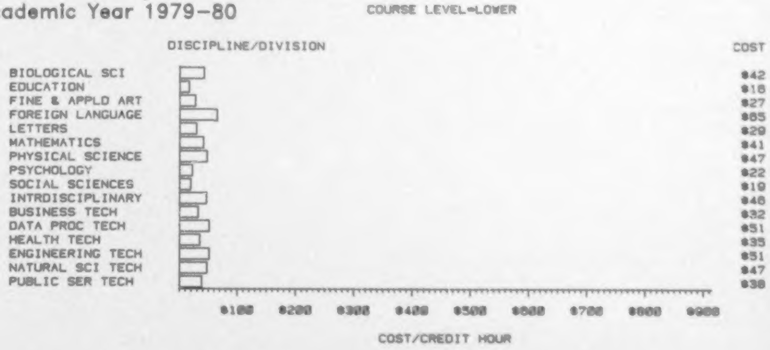
Direct Cost per Credit Hour

Academic Year 1979-80

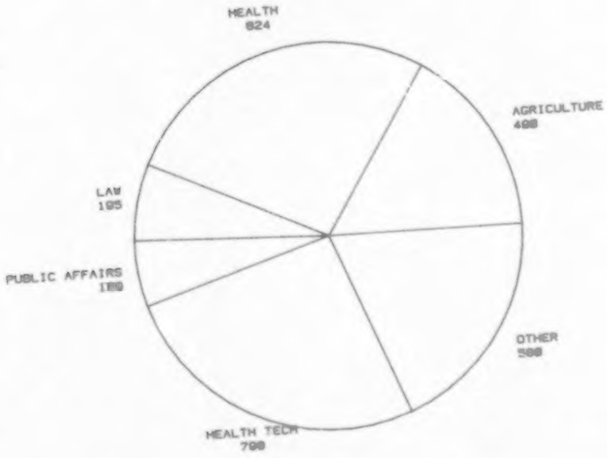


Direct Cost per Credit Hour

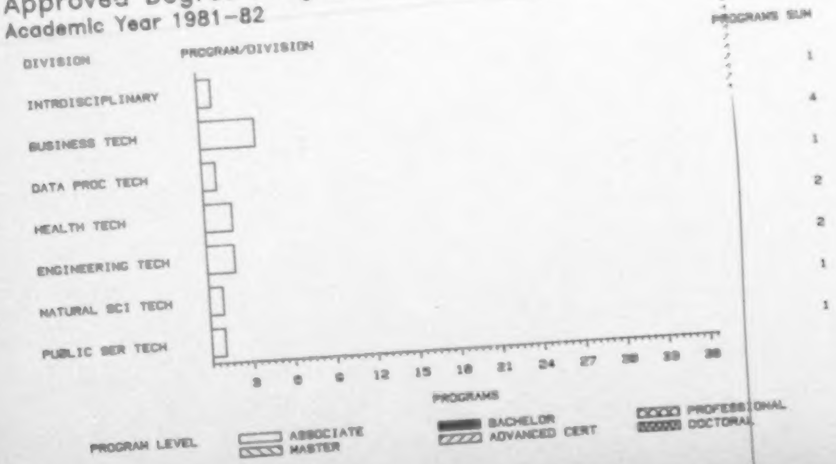
Academic Year 1979-80



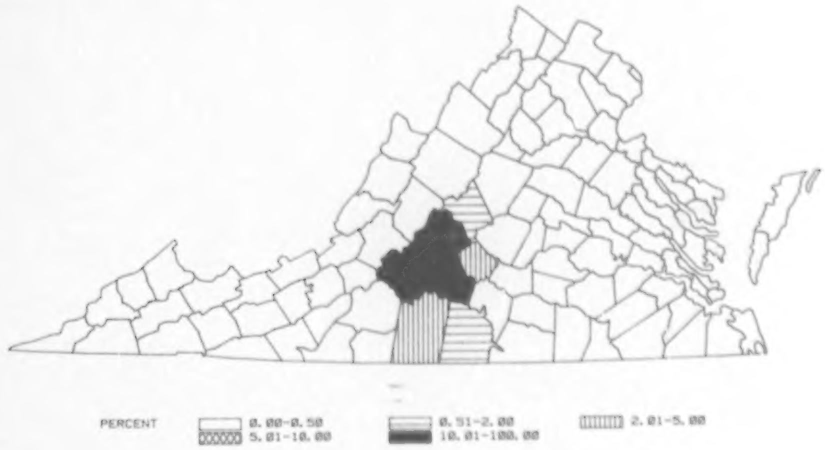
Non-Credit Registrants
Academic Year 1979-80



Approved Degree Programs
Academic Year 1981-82



Percent of Headcount Enrollment by County
Fall 1979


PERCENT
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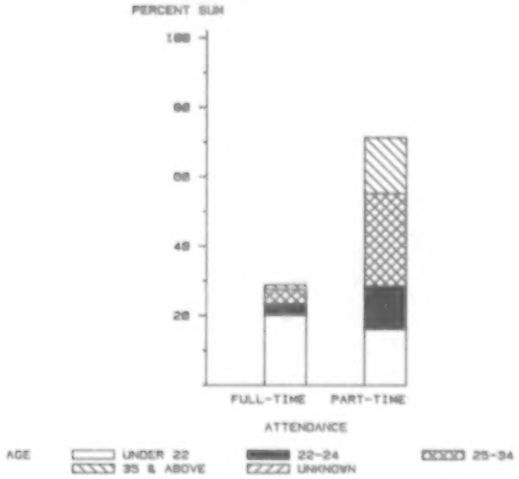
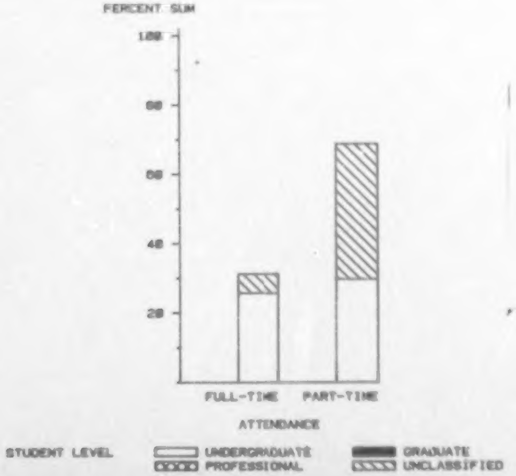
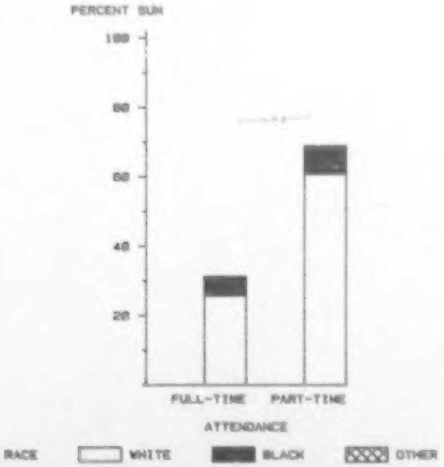
Enrollment by Age
Fall 1979



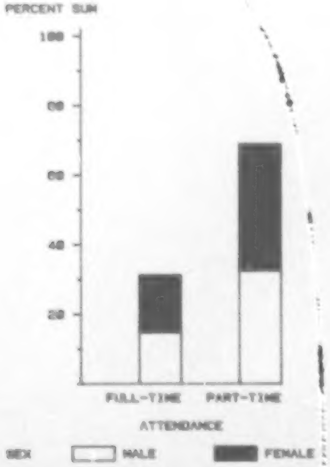
Enrollment by Student Level
Fall 1980



Enrollment by Race
Fall 1980

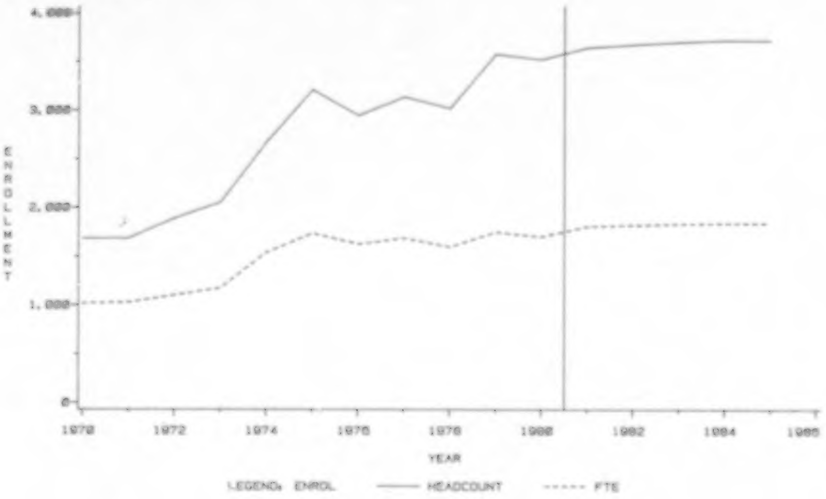


Enrollment by Sex
Fall 1980



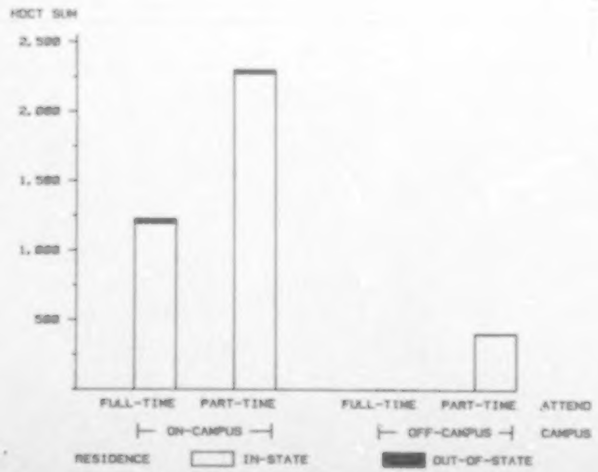
Actual and Projected Enrollment

1970 to 1986



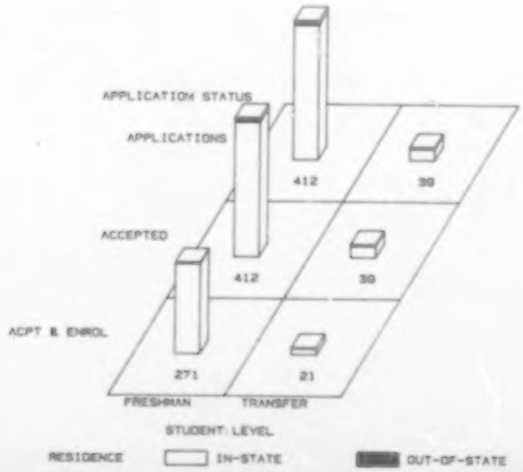
Total Headcount Enrollment

Fall 1980

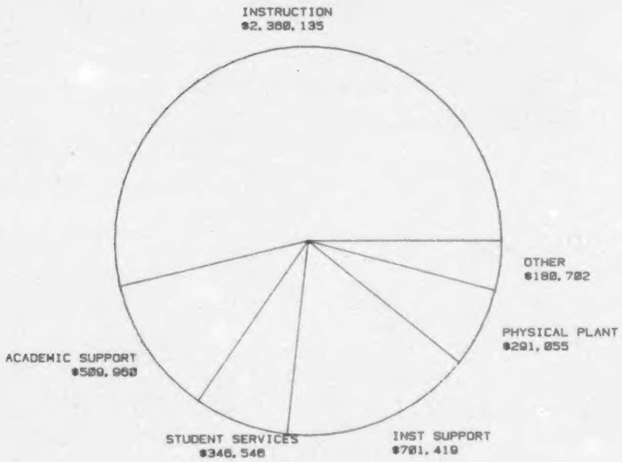


Admission Applications by Level

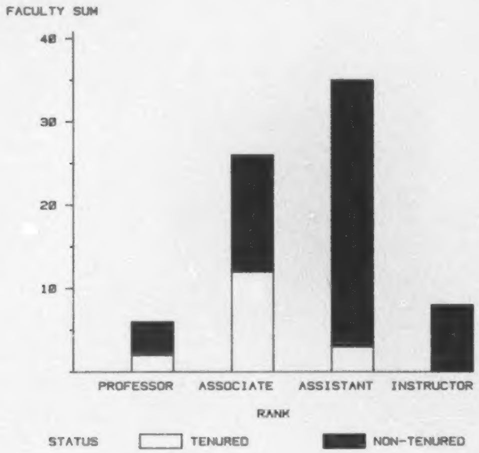
Fall 1980



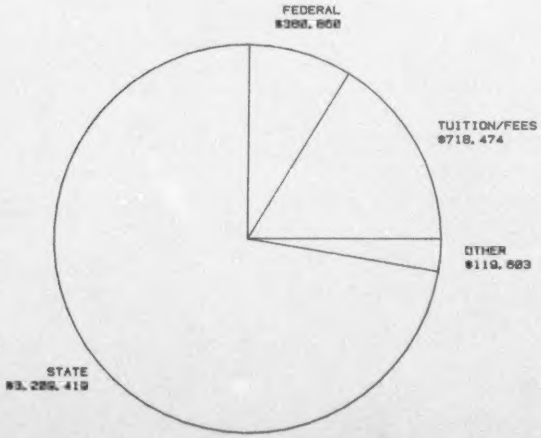
Funds Expenditures
Fiscal Year 1979-80



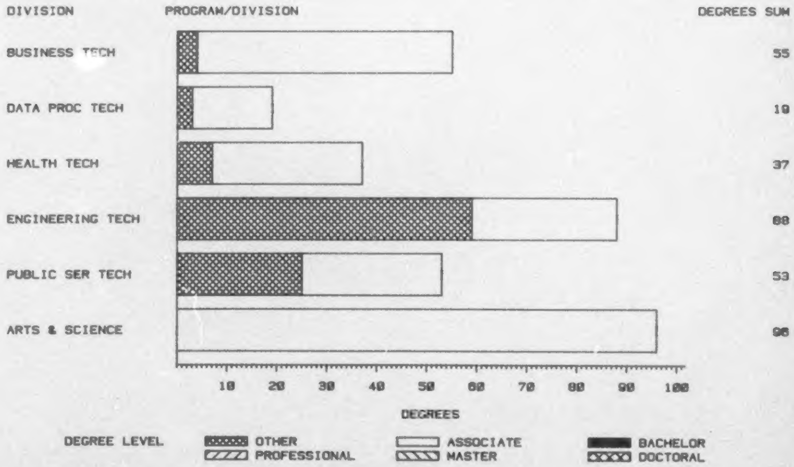
Tenure of Full-Time Instructional Faculty
Academic Year 1980-81



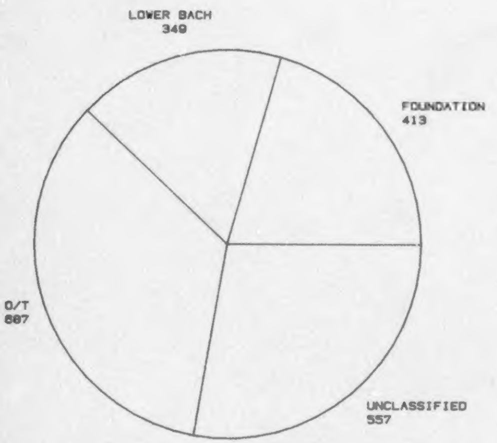
Sources of Funds Revenue
Fiscal Year 1979-80



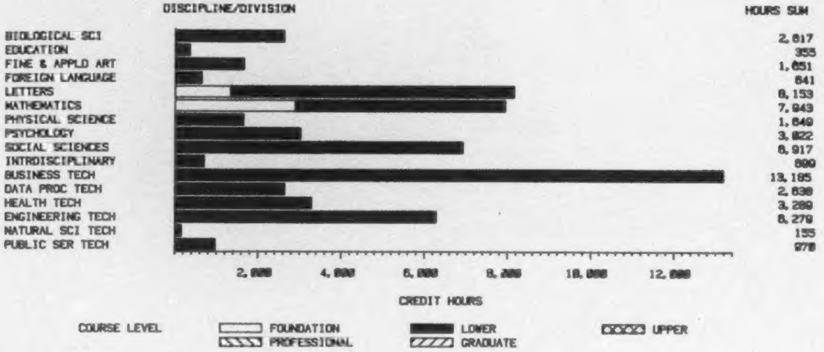
Degrees Conferred
Academic Year 1980-81



Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81

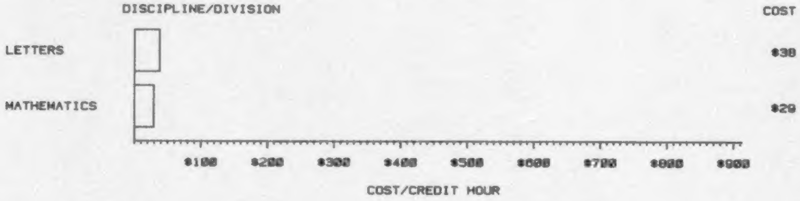


Annual Credit Hours
Academic Year 1980-81



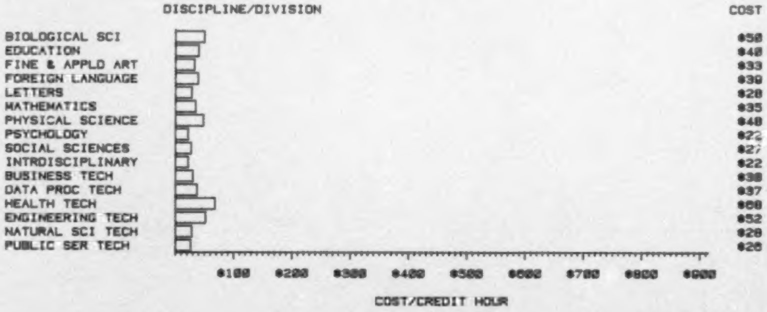
Direct Cost per Credit Hour
Academic Year 1979-80

COURSE LEVEL=FOUNDATION

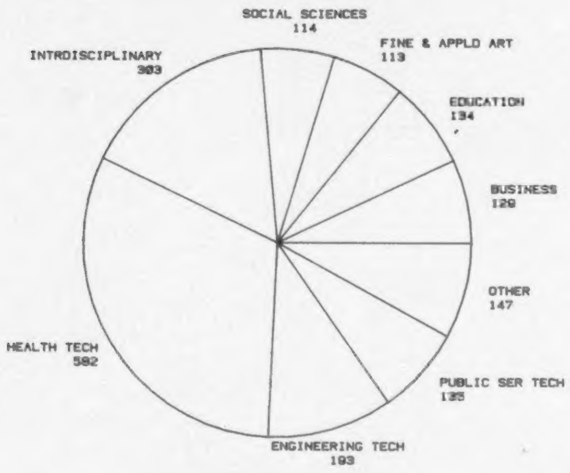


Direct Cost per Credit Hour
Academic Year 1979-80

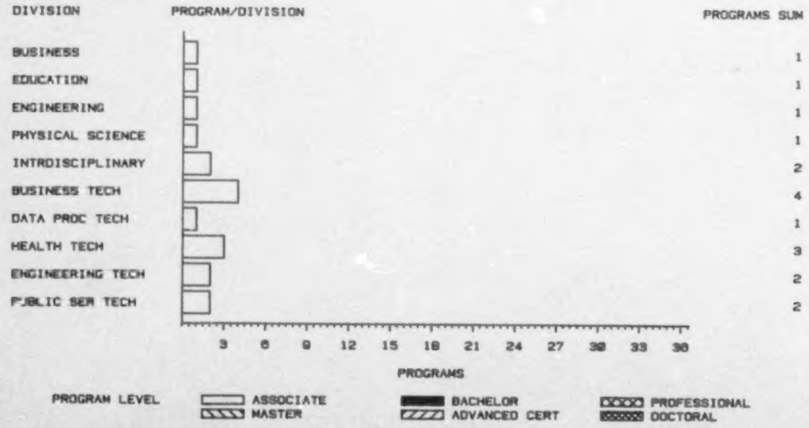
COURSE LEVEL=LOWER



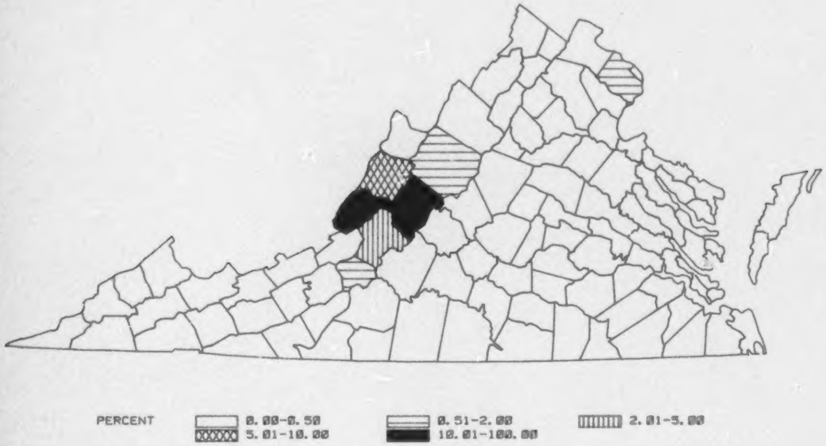
Non-Credit Registrants
Academic Year 1979-80



Approved Degree Programs
Academic Year 1981-82



Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
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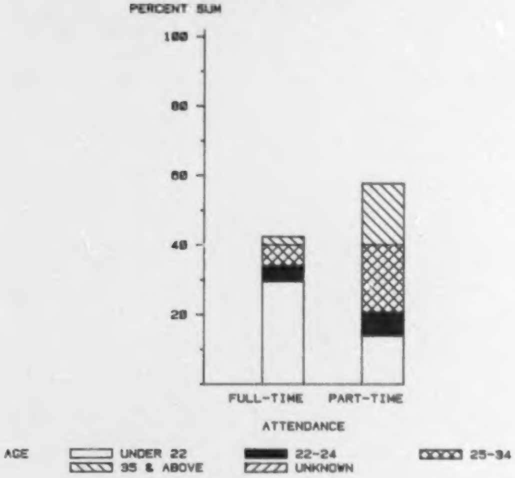
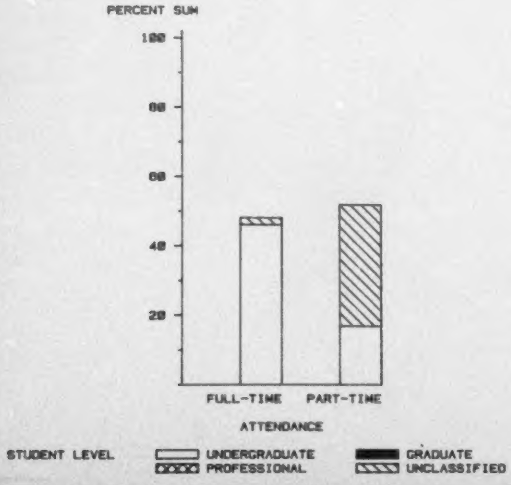
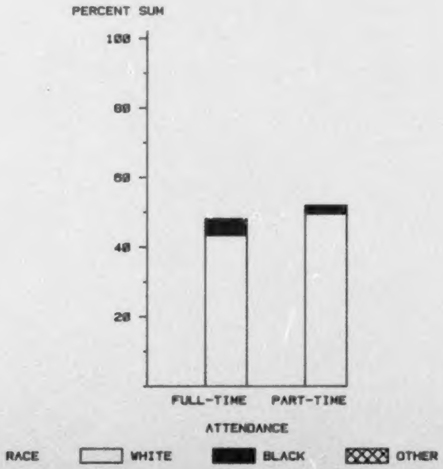
Enrollment by Age
Fall 1979



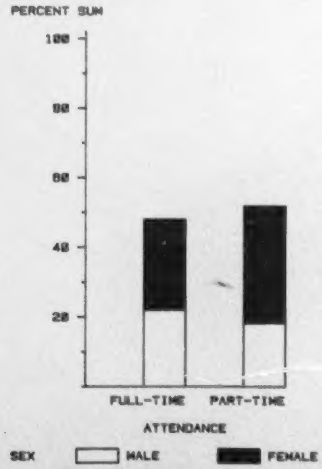
Enrollment by Student Level
Fall 1980



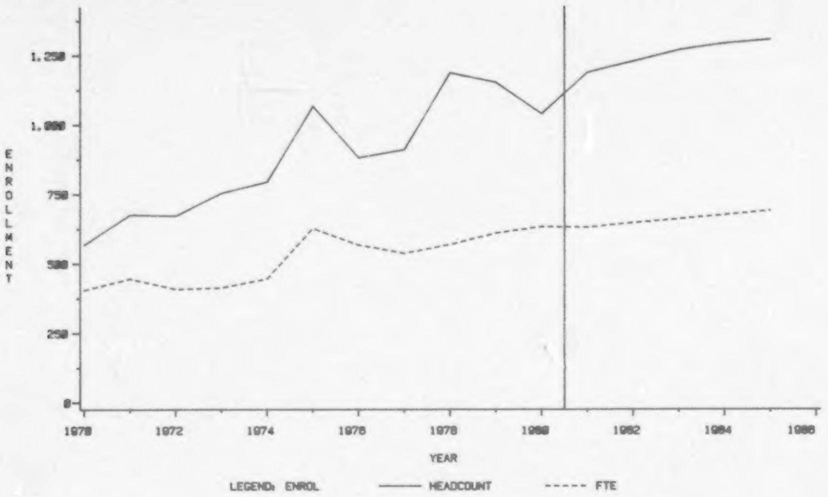
Enrollment by Race
Fall 1980



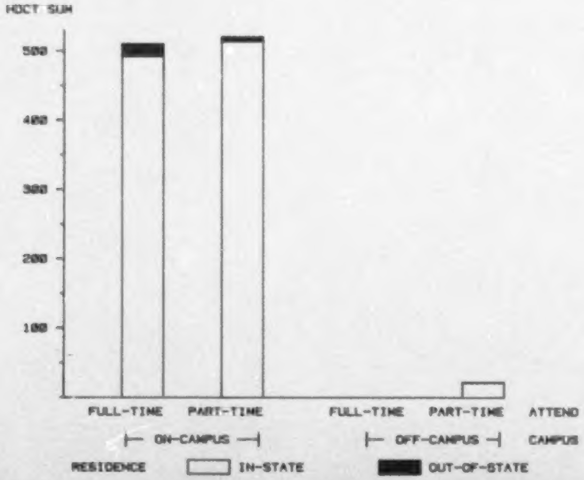
Enrollment by Sex
Fall 1980



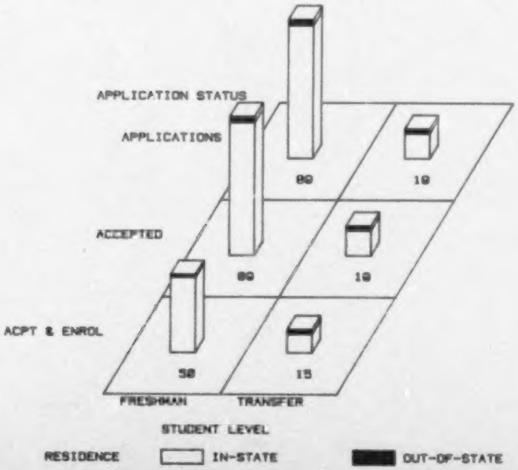
Actual and Projected Enrollment
1970 to 1986

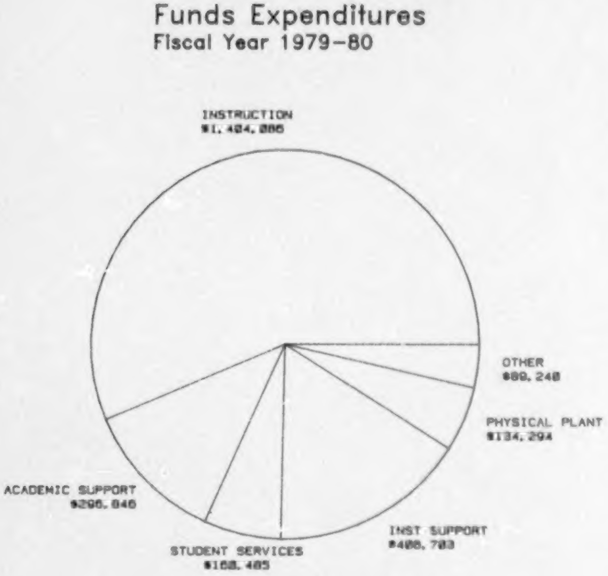


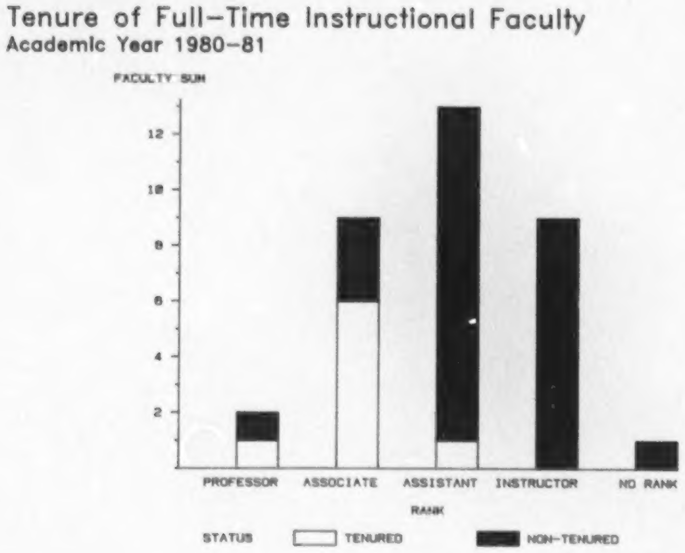
Total Headcount Enrollment
Fall 1980

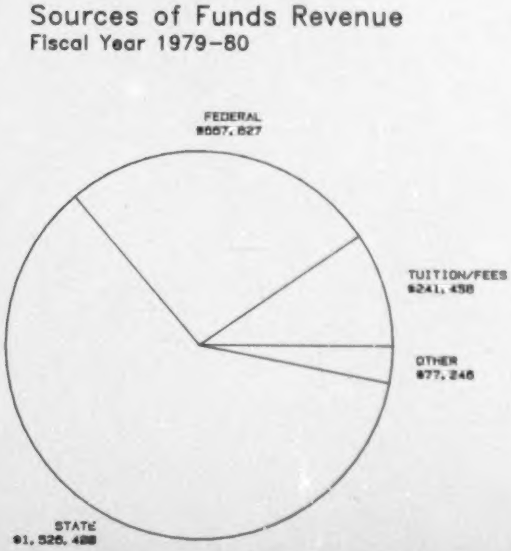


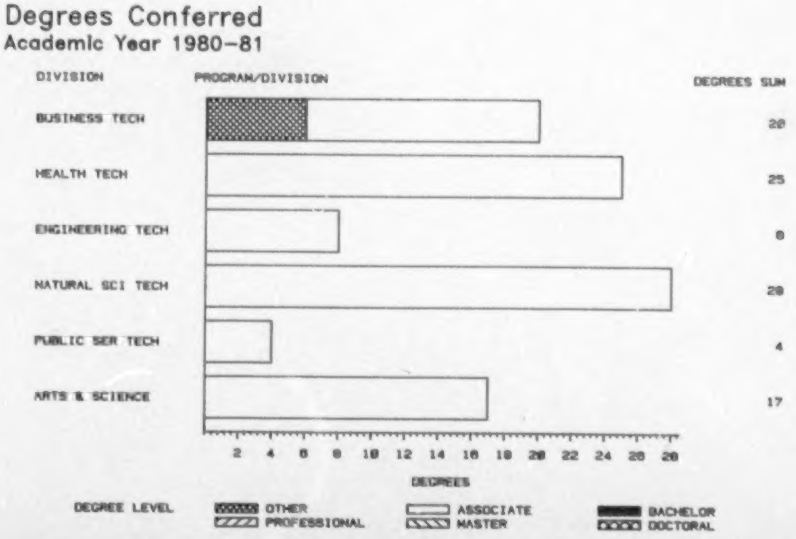
Admission Applications by Level
Fall 1980




Funds Expenditures
Fiscal Year 1979–80

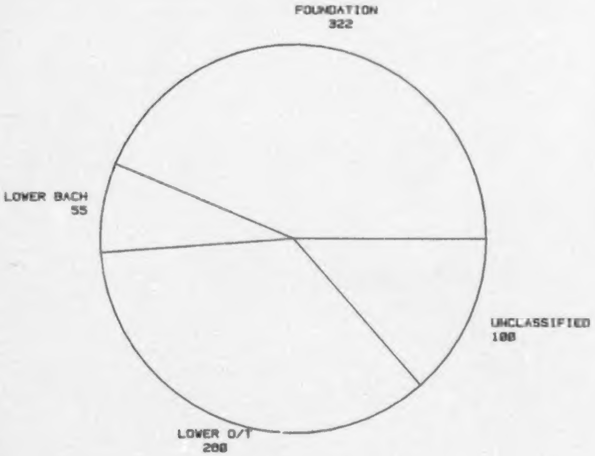

Tenure of Full–Time Instructional Faculty
Academic Year 1980–81


Sources of Funds Revenue
Fiscal Year 1979–80


Degrees Conferred
Academic Year 1980–81

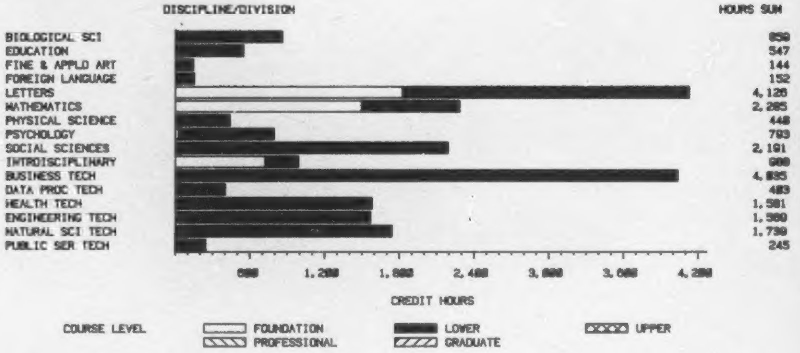
Annual Full-Time-Equivalent Enrollment

Academic Year 1980-81



Annual Credit Hours

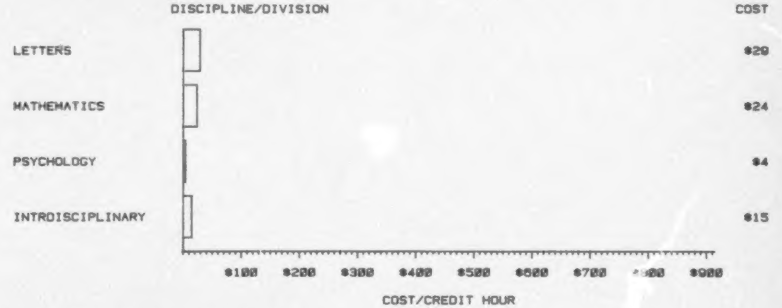
Academic Year 1980-81



Direct Cost per Credit Hour

Academic Year 1979-80

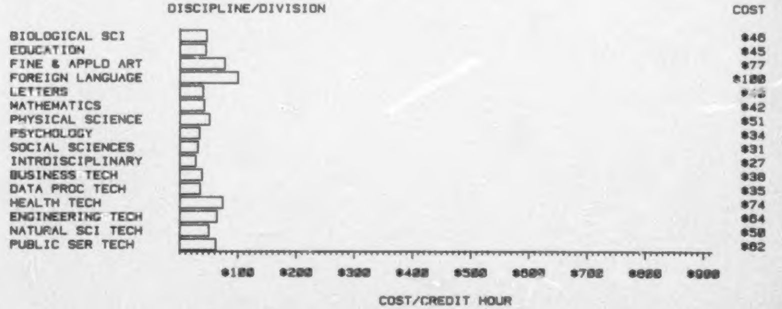
COURSE LEVEL=FOUNDATION



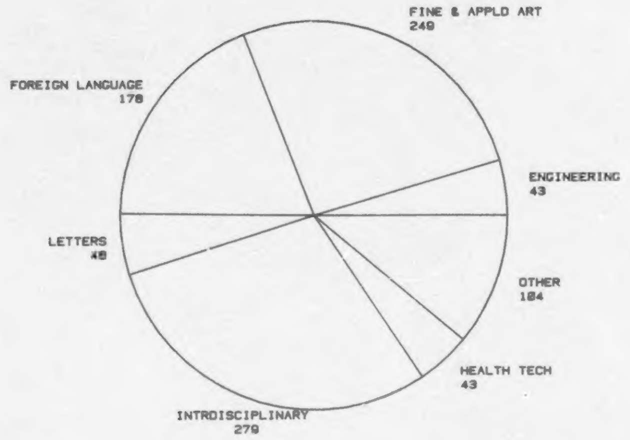
Direct Cost per Credit Hour

Academic Year 1979-80

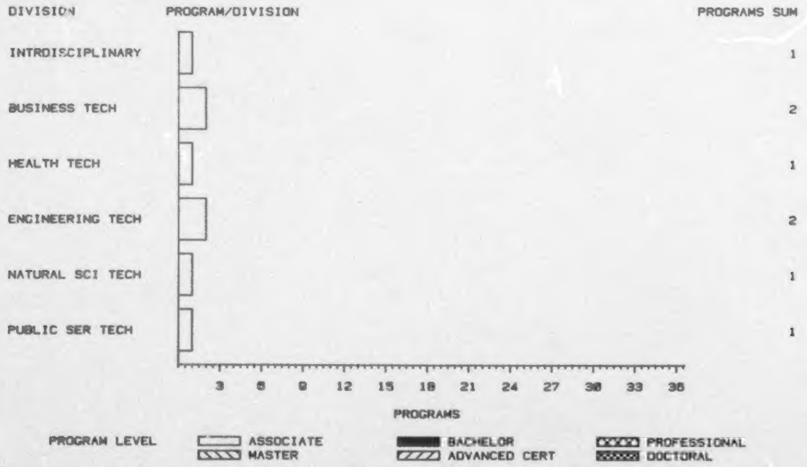
COURSE LEVEL=LOWER



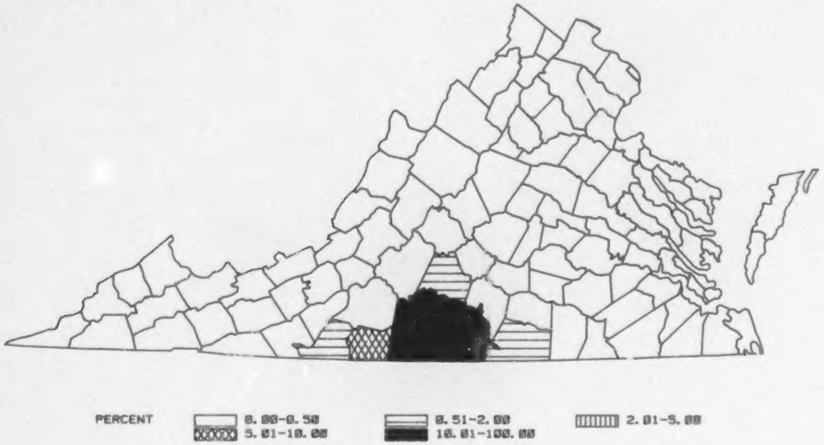
Non-Credit Registrants
Academic Year 1979-80



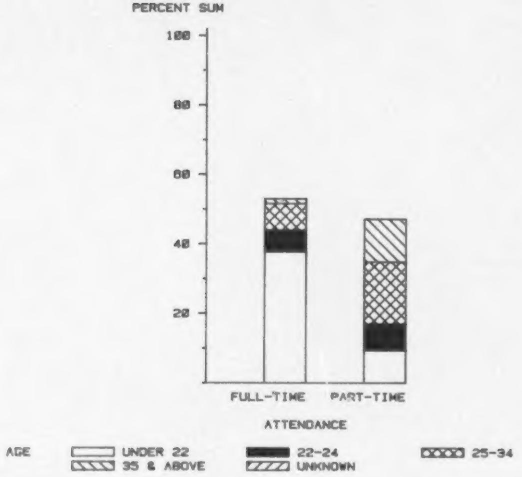
Approved Degree Programs
Academic Year 1981-82



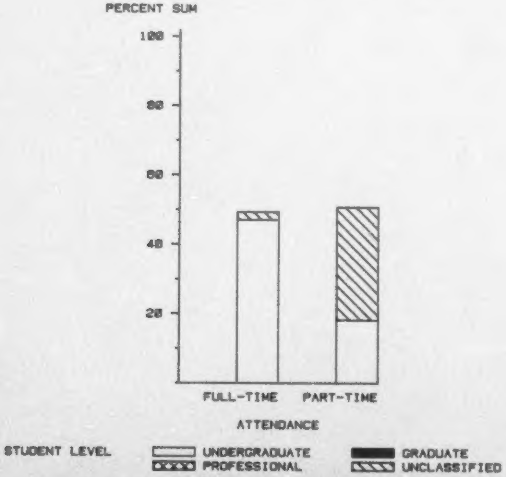
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

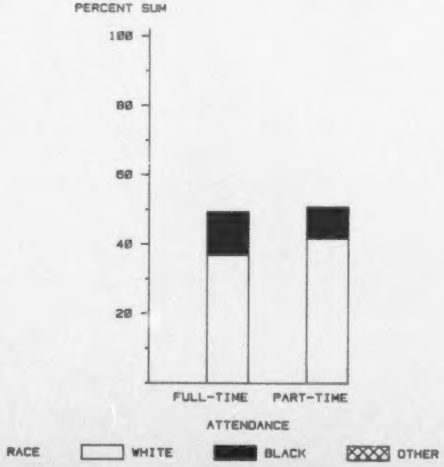
Enrollment by Age
Fall 1979



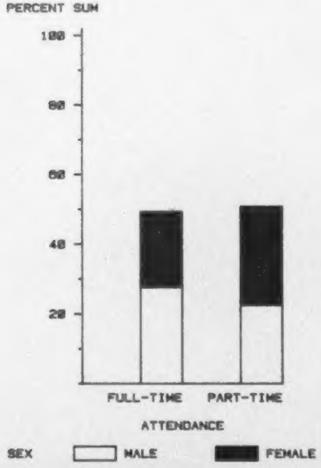
Enrollment by Student Level
Fall 1980



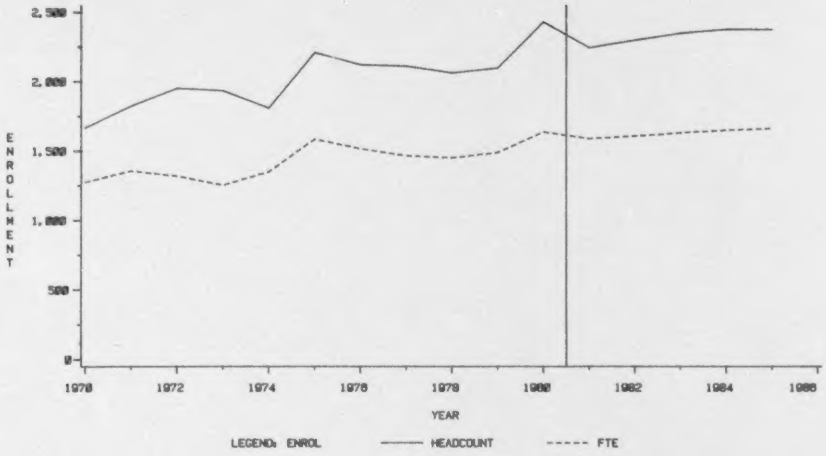
Enrollment by Race
Fall 1980



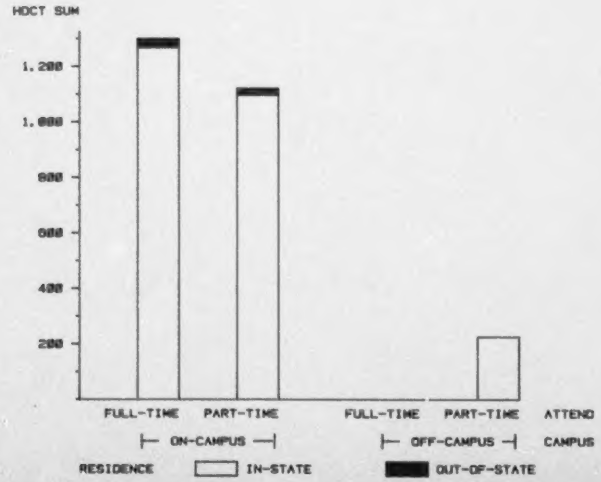
Enrollment by Sex
Fall 1980



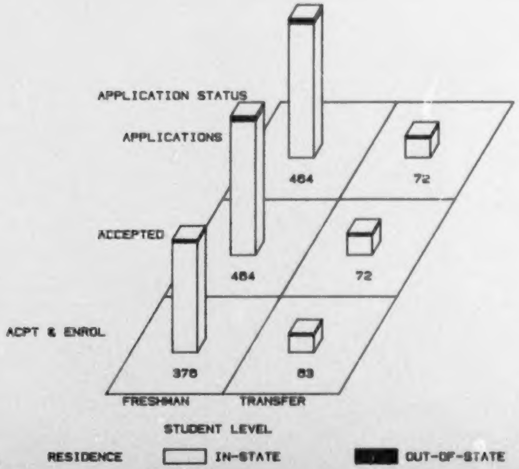
Actual and Projected Enrollment
1970 to 1986



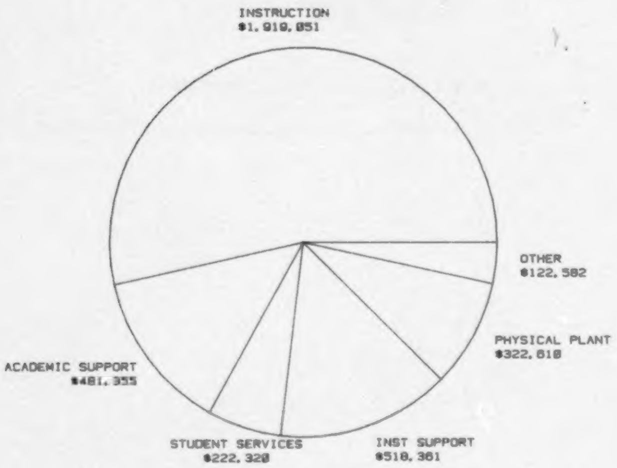
Total Headcount Enrollment
Fall 1980



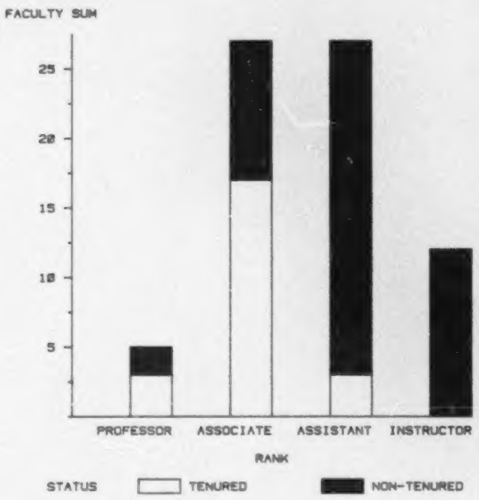
Admission Applications by Level
Fall 1980



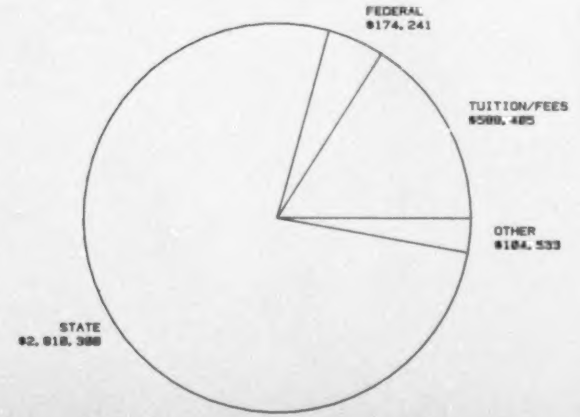
Funds Expenditures
Fiscal Year 1979-80



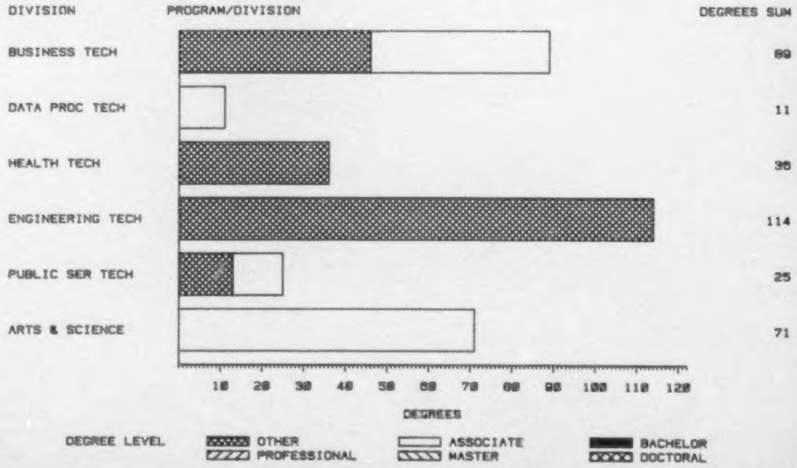
Tenure of Full-Time Instructional Faculty
Academic Year 1980-81



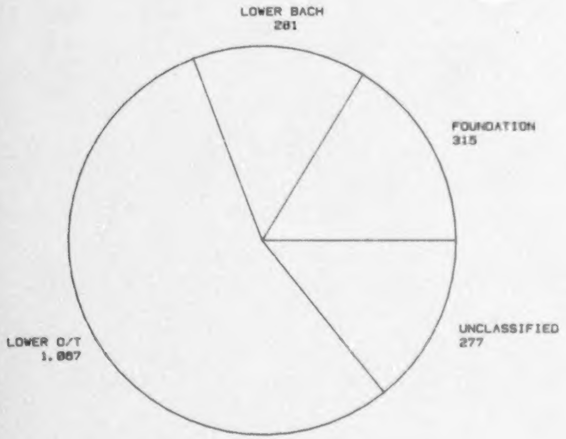
Sources of Funds Revenue
Fiscal Year 1979-80



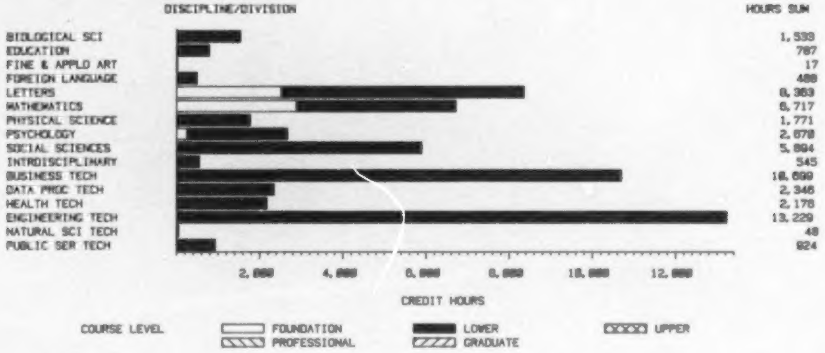
Degrees Conferred
Academic Year 1980-81



Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81

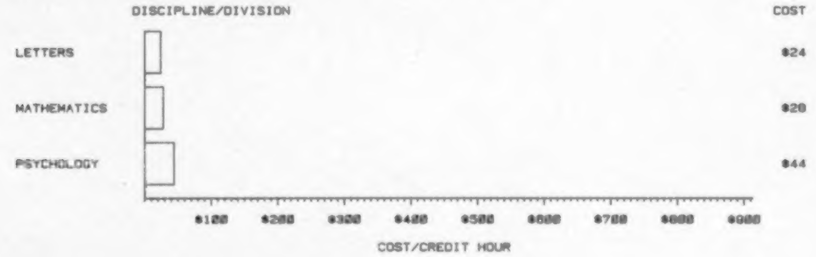


Annual Credit Hours
Academic Year 1980-81



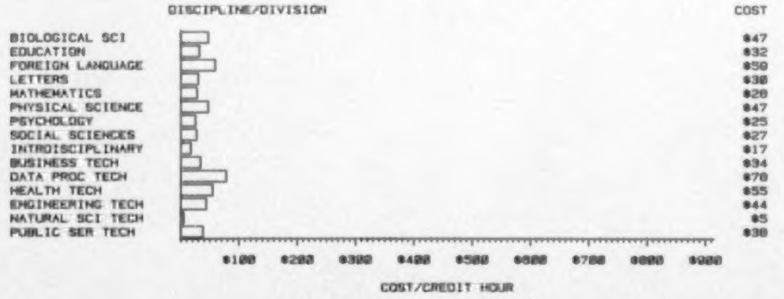
Direct Cost per Credit Hour
Academic Year 1979-80

COURSE LEVEL=FOUNDATION



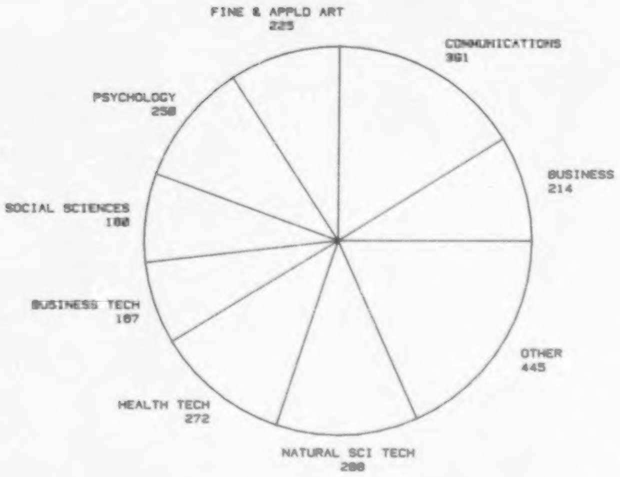
Direct Cost per Credit Hour
Academic Year 1979-80

COURSE LEVEL=LOWER



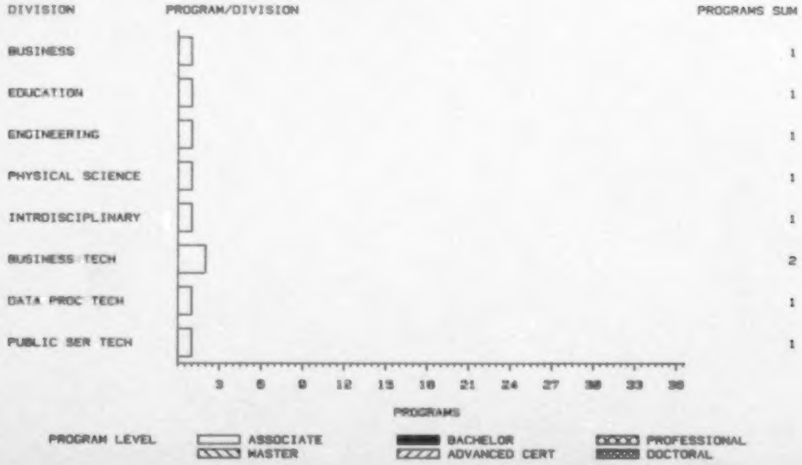
Non-Credit Registrants

Academic Year 1979-80



Approved Degree Programs

Academic Year 1981-82

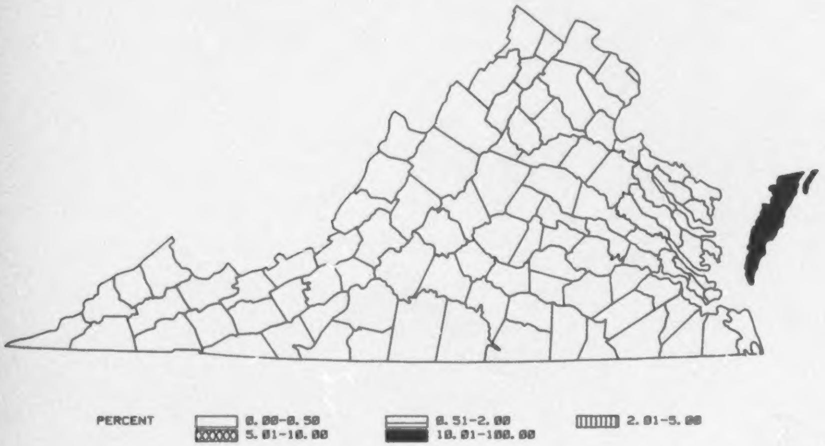


Programs Approved for Initiation

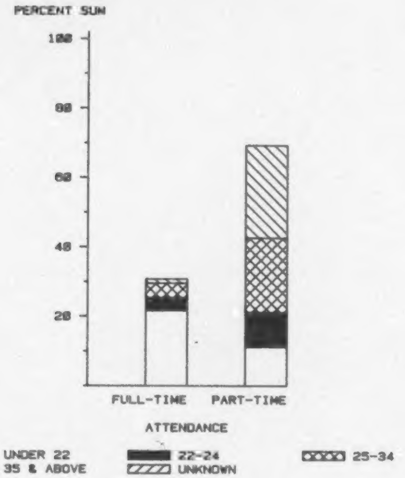
1982-84

AAS. IN BUSINESS AND OFFICE

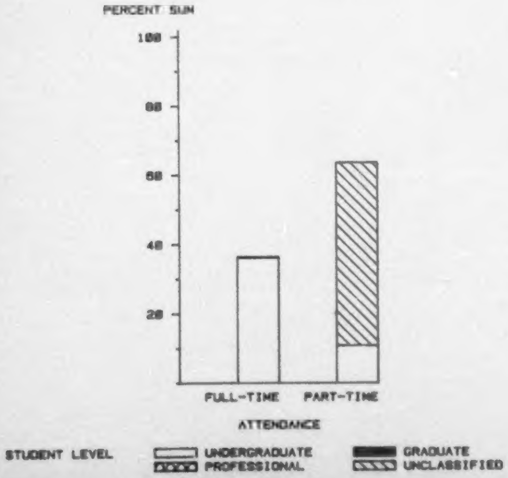
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

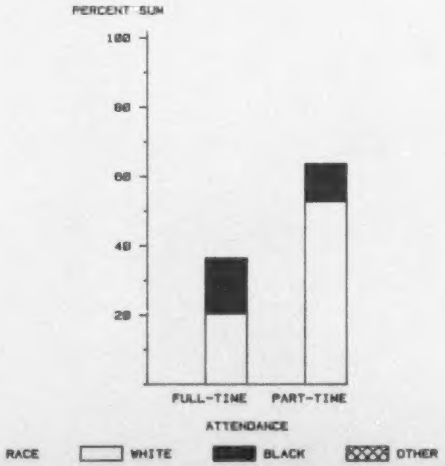
Enrollment by Age
Fall 1979



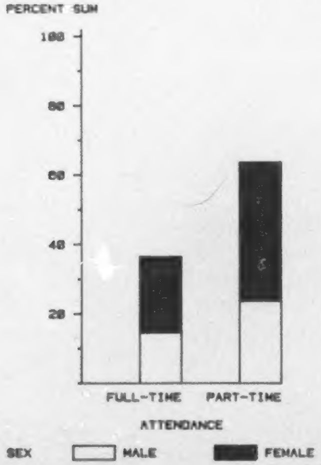
Enrollment by Student Level
Fall 1980



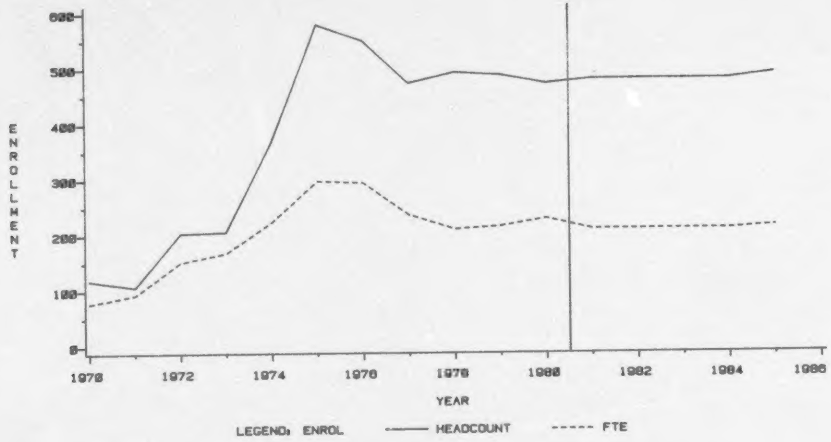
Enrollment by Race
Fall 1980



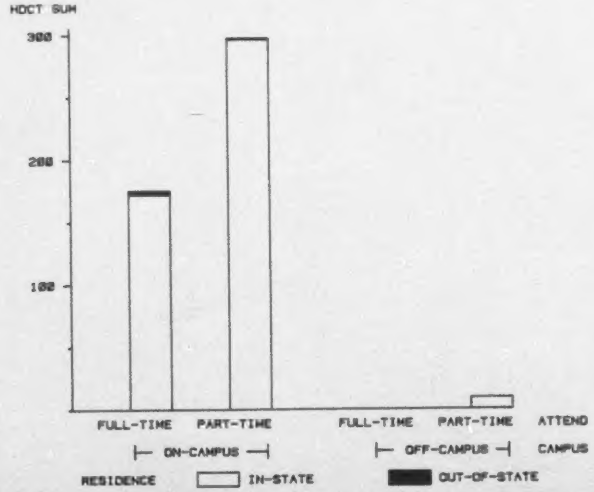
Enrollment by Sex
Fall 1980



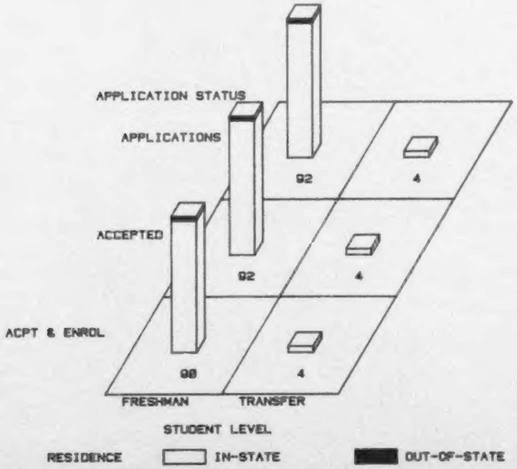
Actual and Projected Enrollment
1970 to 1986



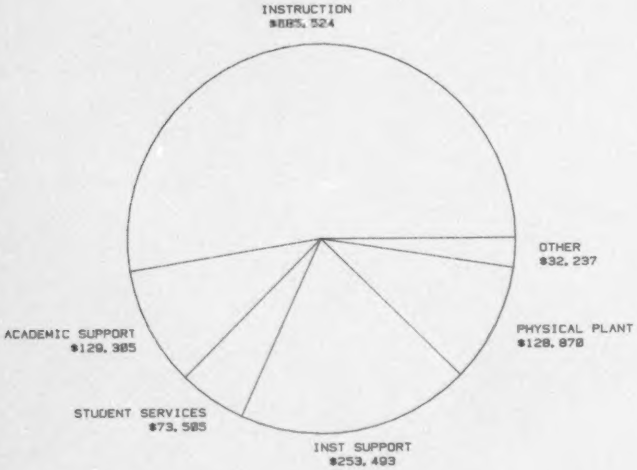
Total Headcount Enrollment
Fall 1980



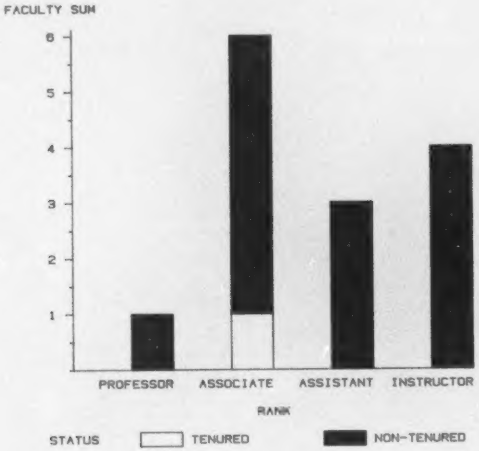
Admission Applications by Level
Fall 1980



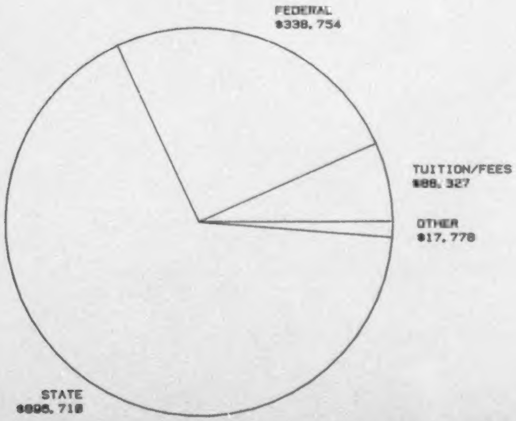
Funds Expenditures
Fiscal Year 1979–80



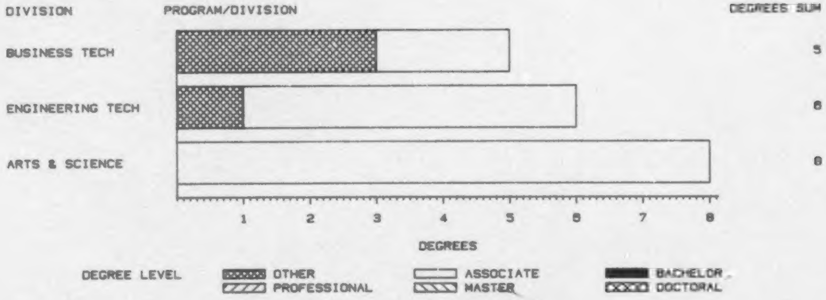
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80

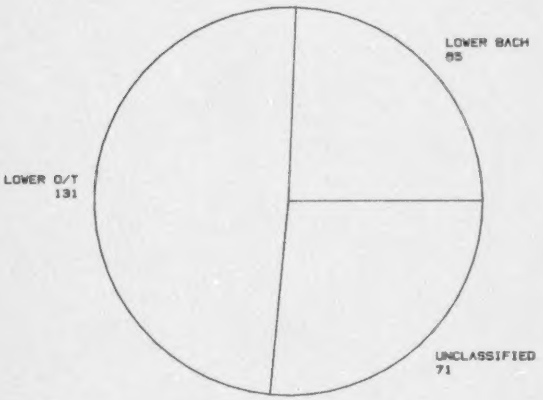


Degrees Conferred
Academic Year 1980–81



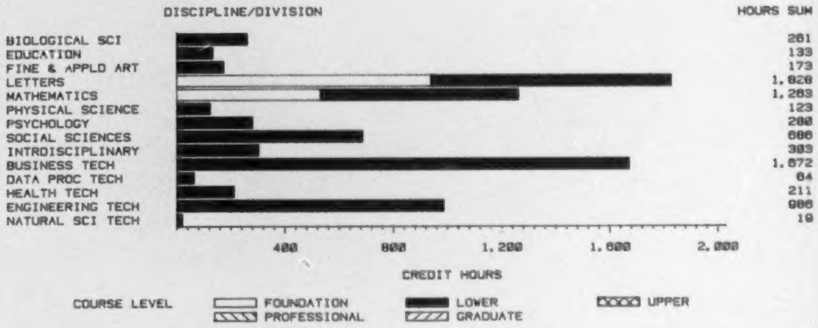
Annual Full-Time-Equivalent Enrollment

Academic Year 1980-81



Annual Credit Hours

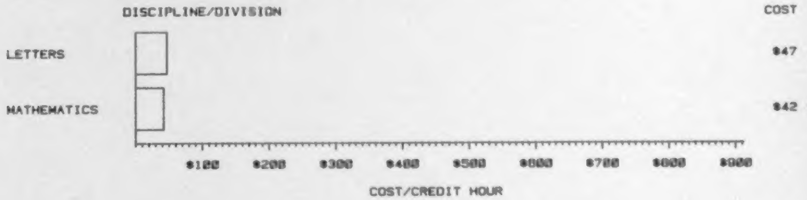
Academic Year 1980-81



Direct Cost per Credit Hour

Academic Year 1979-80

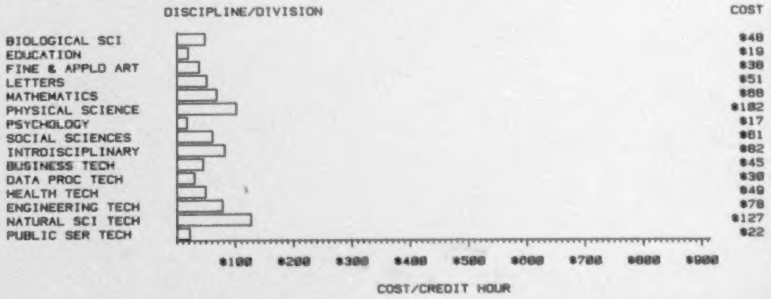
COURSE LEVEL=FOUNDATION



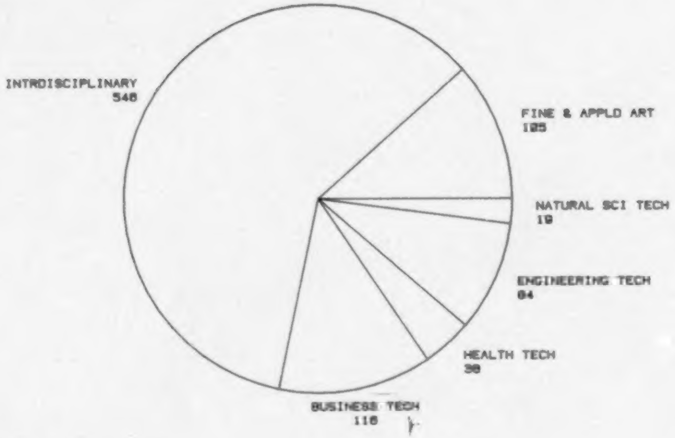
Direct Cost per Credit Hour

Academic Year 1979-80

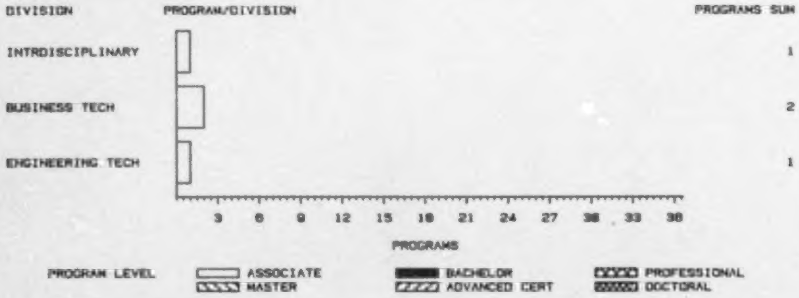
COURSE LEVEL=LOWER



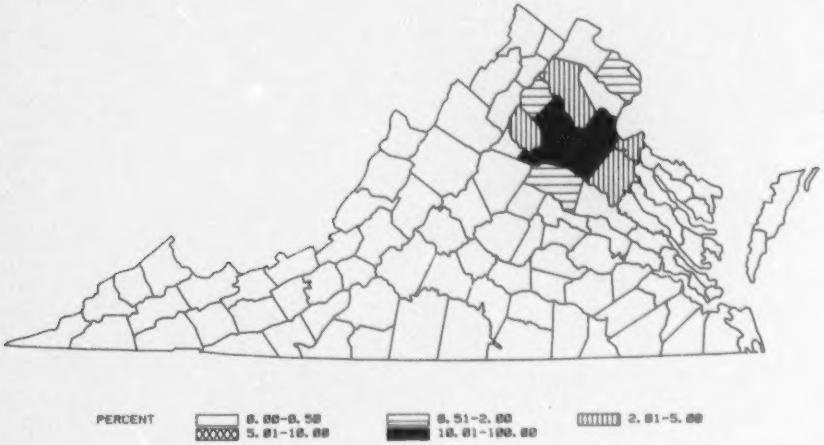
Non-Credit Registrants
Academic Year 1979-80



Approved Degree Programs
Academic Year 1981-82



Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
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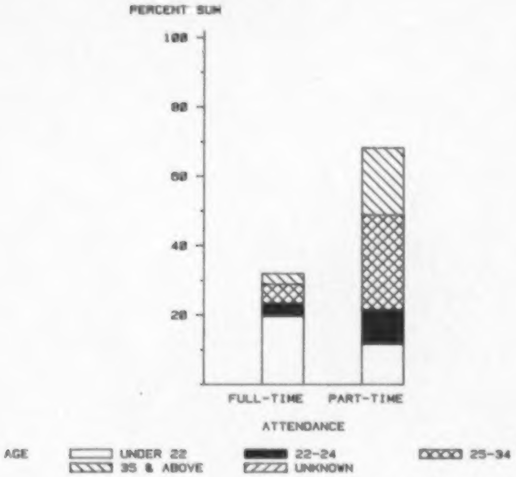
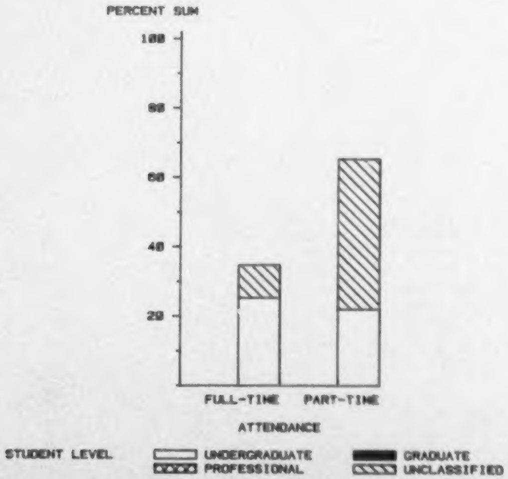
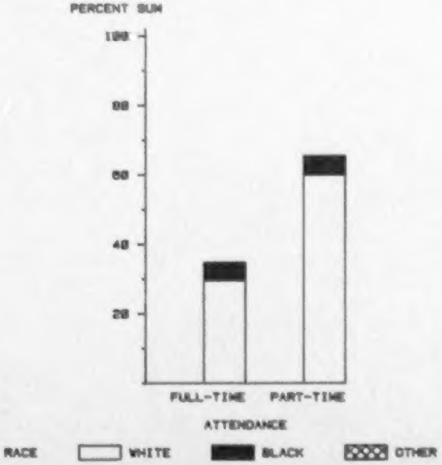
Enrollment by Age
Fall 1979



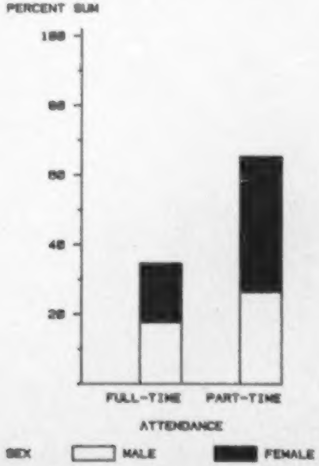
Enrollment by Student Level
Fall 1980



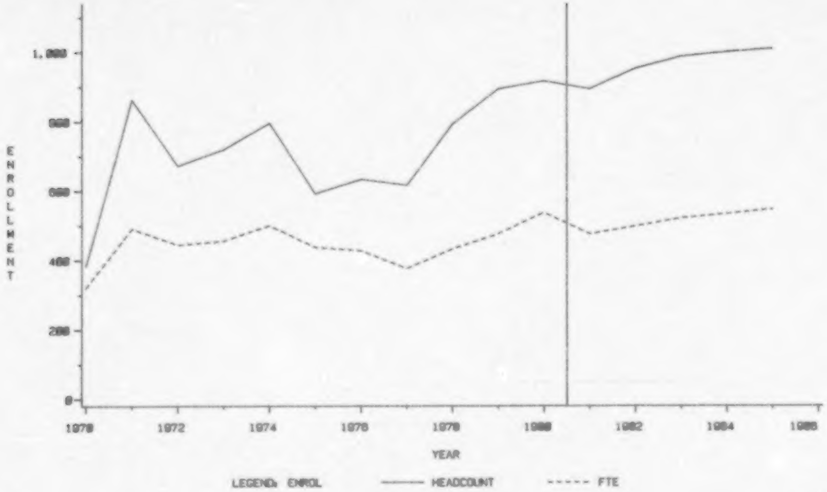
Enrollment by Race
Fall 1980



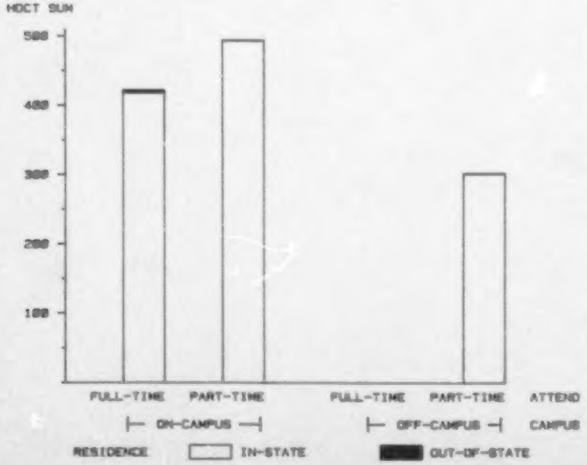
Enrollment by Sex
Fall 1980



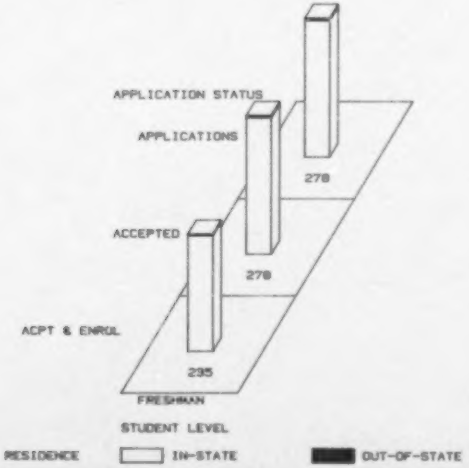
Actual and Projected Enrollment
1970 to 1986



Total Headcount Enrollment
Fall 1980

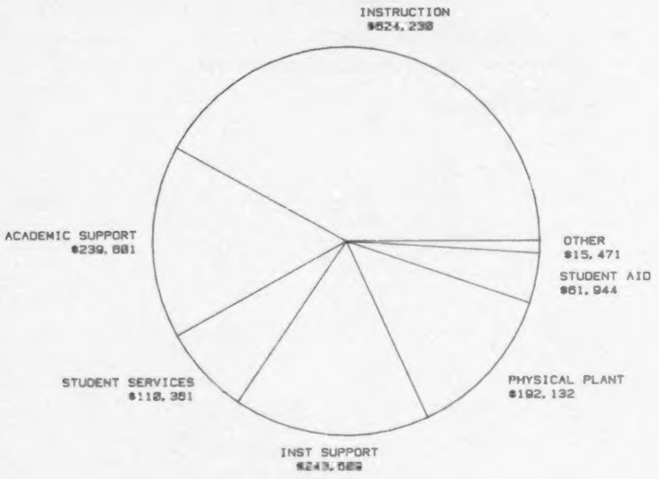


Admission Applications by Level
Fall 1980



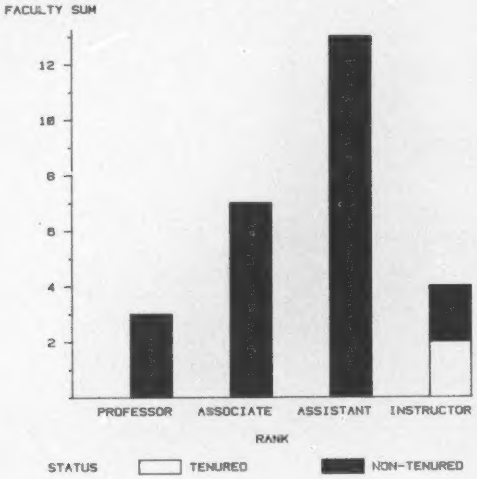
Funds Expenditures

Fiscal Year 1979–80



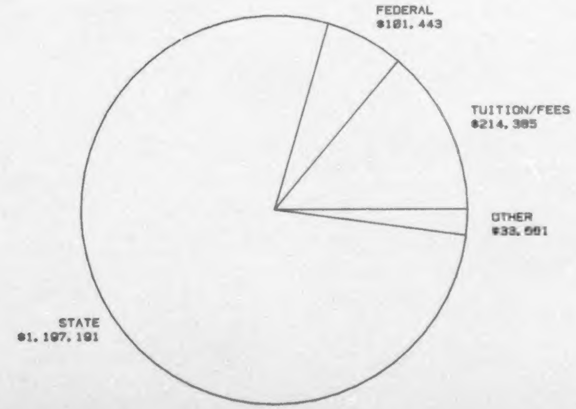
Tenure of Full-Time Instructional Faculty

Academic Year 1980–81



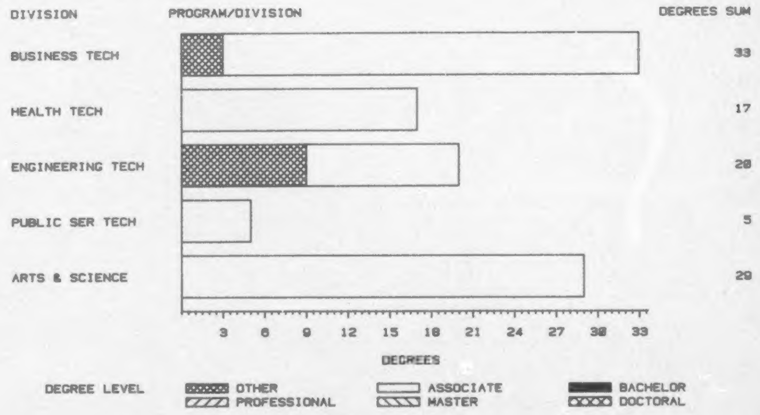
Sources of Funds Revenue

Fiscal Year 1979–80

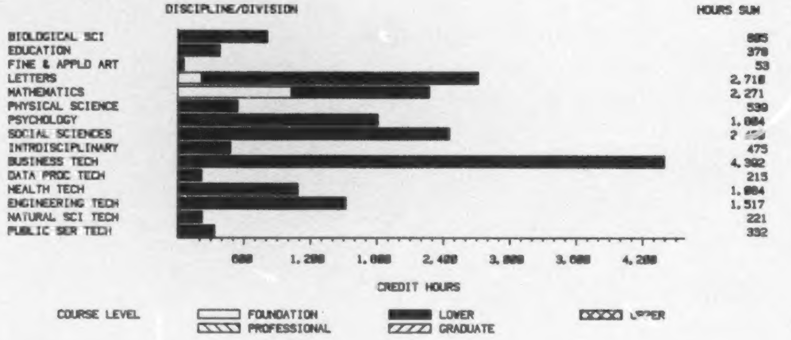


Degrees Conferred

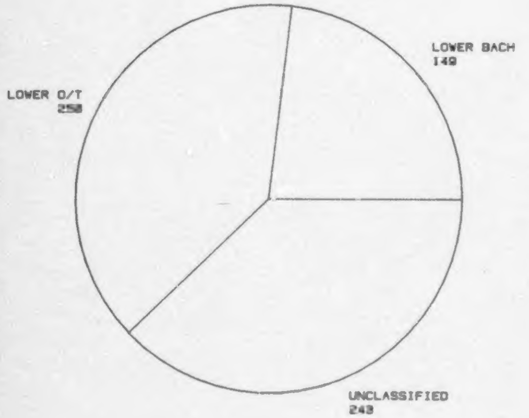
Academic Year 1980–81



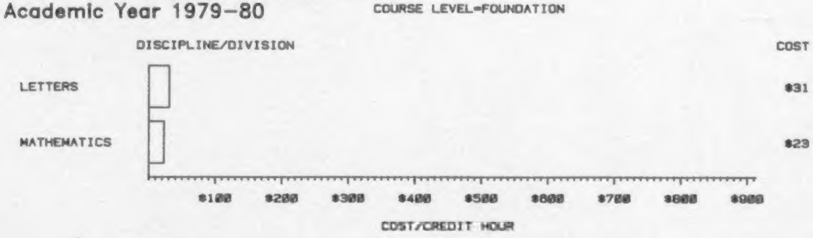
Annual Credit Hours
Academic Year 1980-81



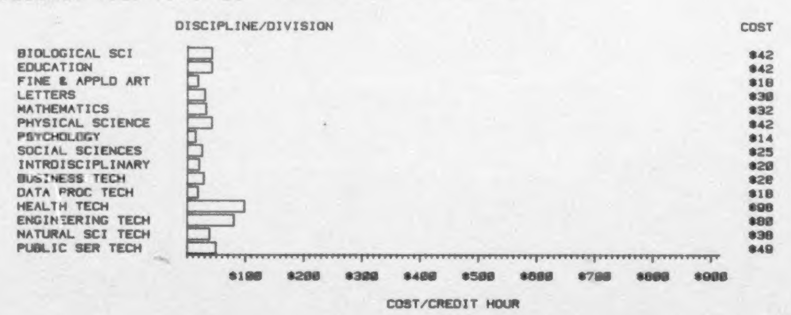
Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81



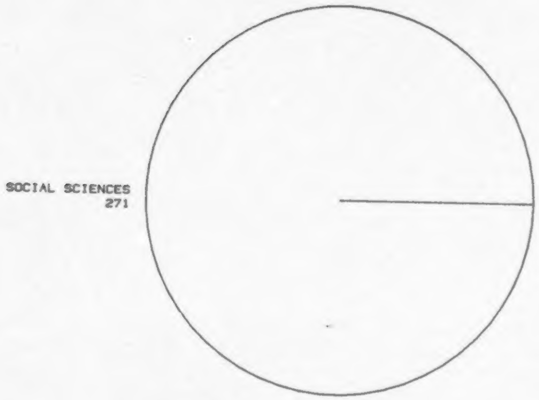
Direct Cost per Credit Hour
Academic Year 1979-80



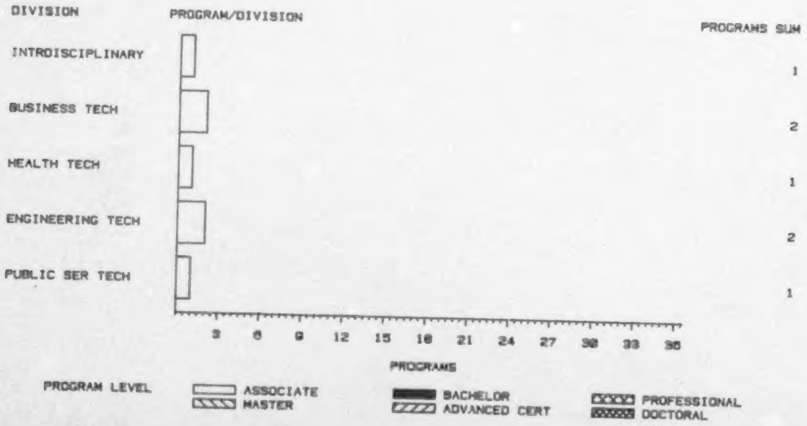
Direct Cost per Credit Hour
Academic Year 1979-80



Non-Credit Registrants
Academic Year 1979-80



Approved Degree Programs
Academic Year 1981-82

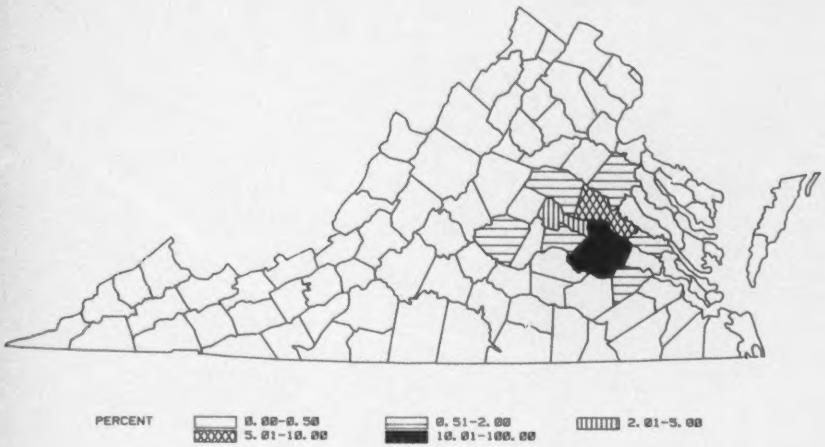


Programs Approved for Initiation
1982-84

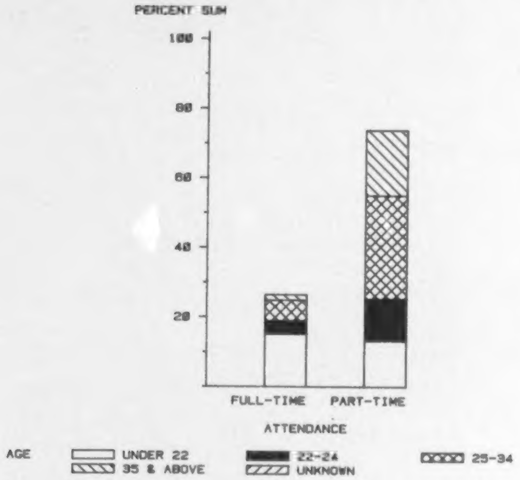
AAS. IN DATA PROCESSING

J. Sargeant Reynolds

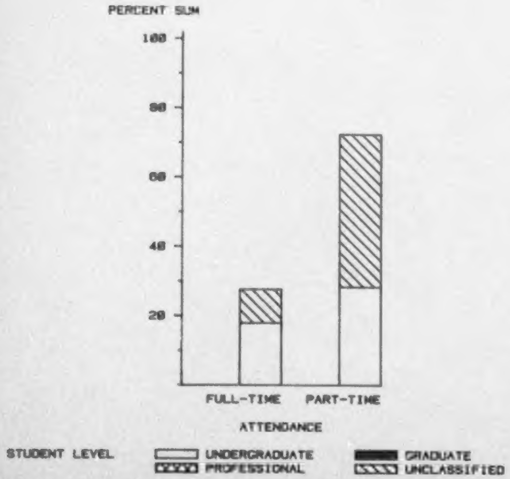
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
▭ 0.00-0.50
▨ 5.01-10.00
▤ 0.51-2.00
■ 10.01-100.00
▥ 2.01-5.00

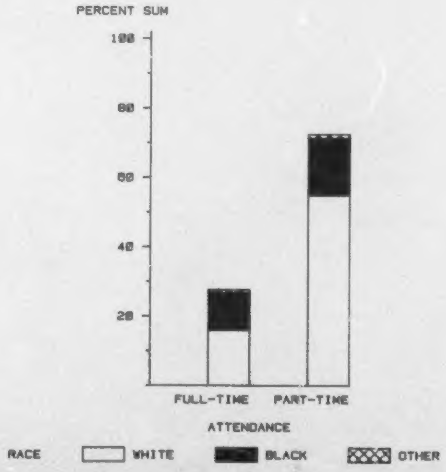
Enrollment by Age
Fall 1979



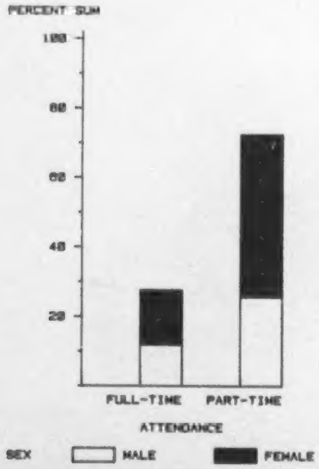
Enrollment by Student Level
Fall 1980



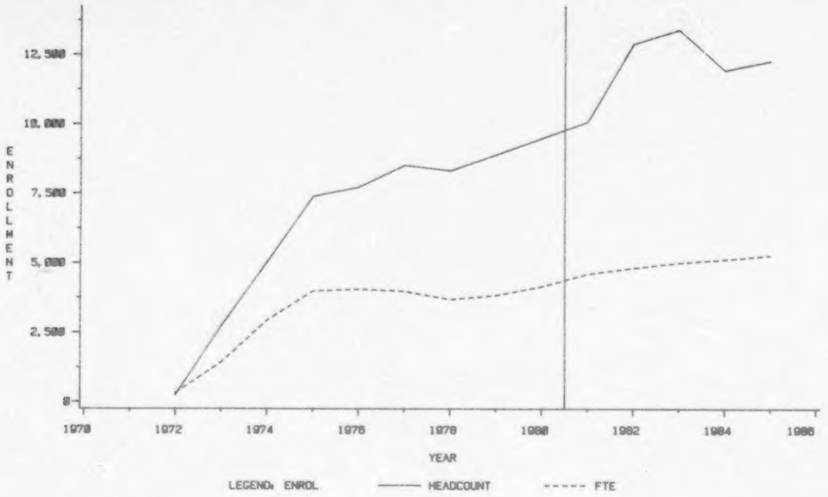
Enrollment by Race
Fall 1980



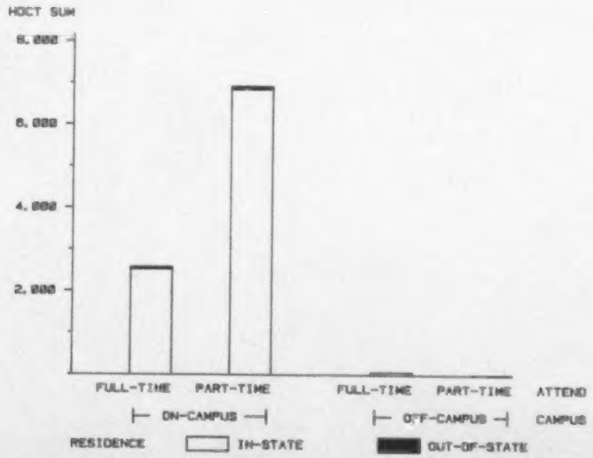
Enrollment by Sex
Fall 1980



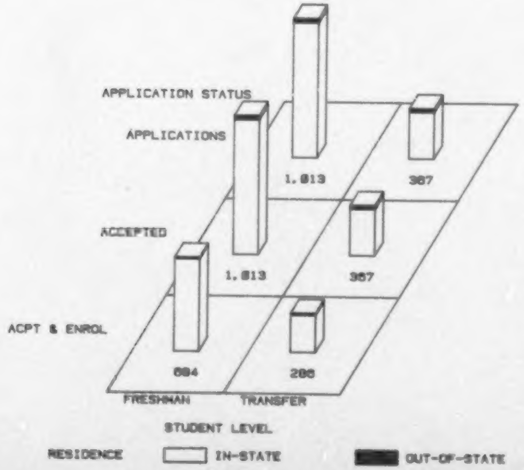
Actual and Projected Enrollment
1970 to 1986



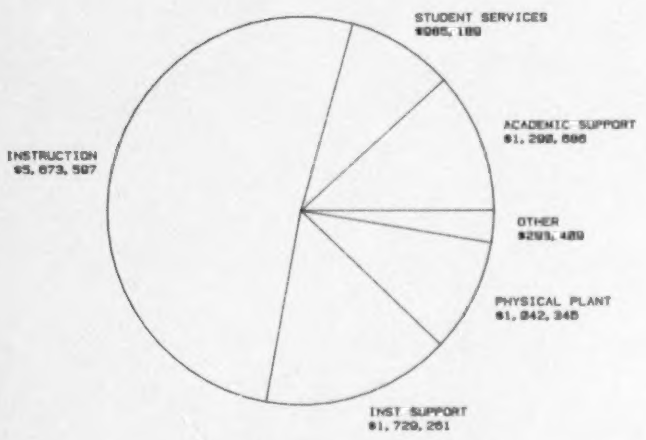
Total Headcount Enrollment
Fall 1980



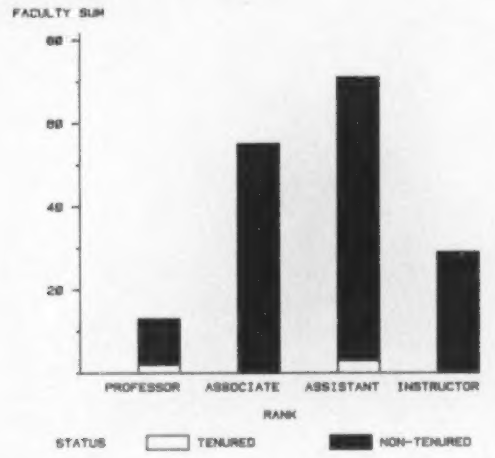
Admission Applications by Level
Fall 1980



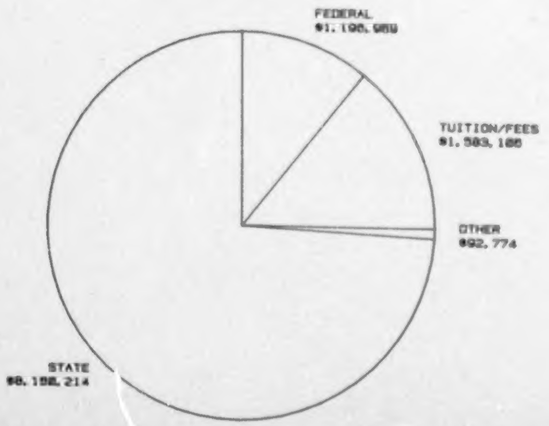
Funds Expenditures
Fiscal Year 1979–80



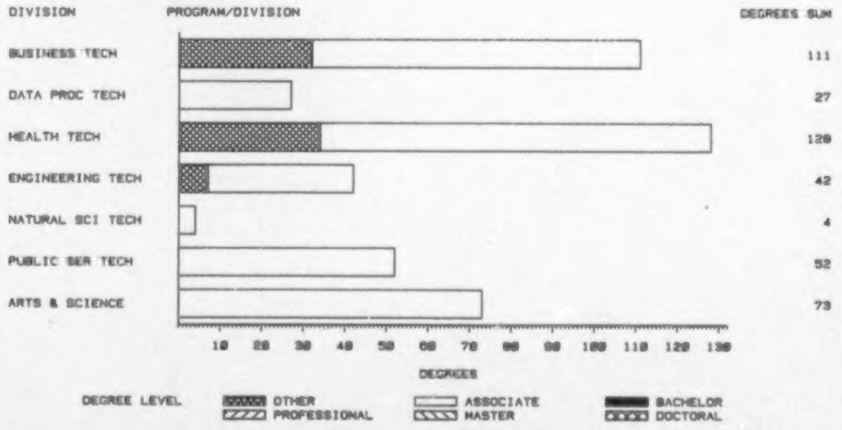
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80

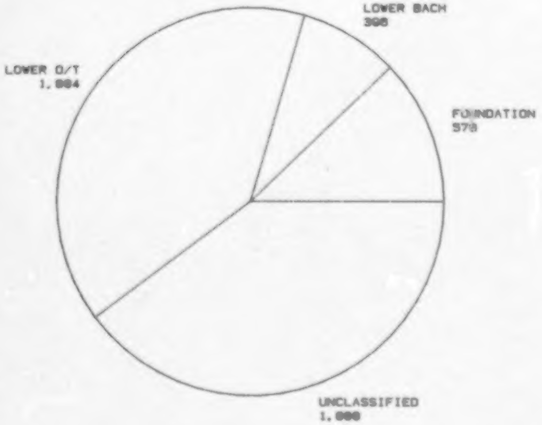


Degrees Conferred
Academic Year 1980–81



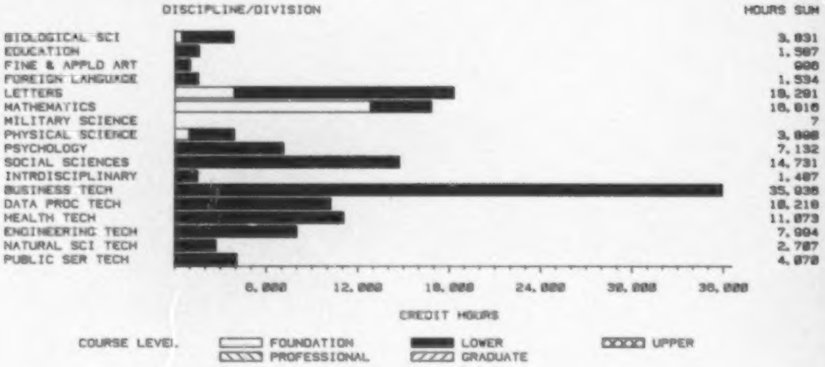
Annual Full-Time-Equivalent Enrollment

Academic Year 1980-81



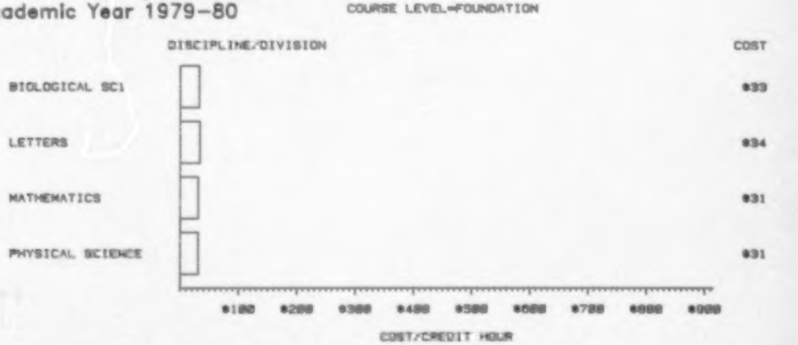
Annual Credit Hours

Academic Year 1980-81



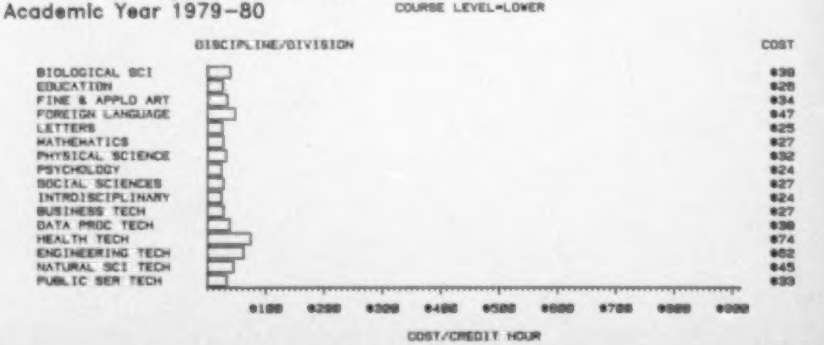
Direct Cost per Credit Hour

Academic Year 1979-80

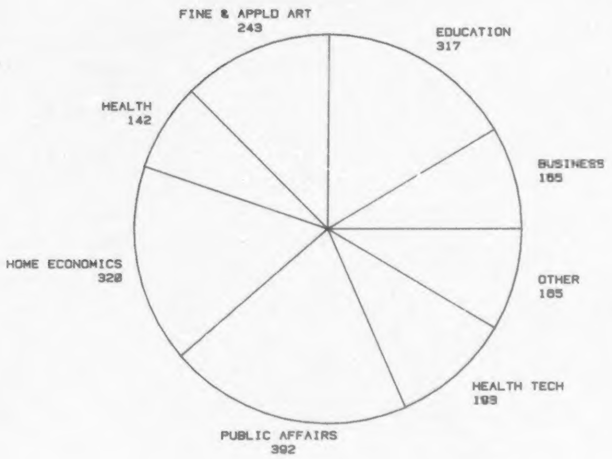


Direct Cost per Credit Hour

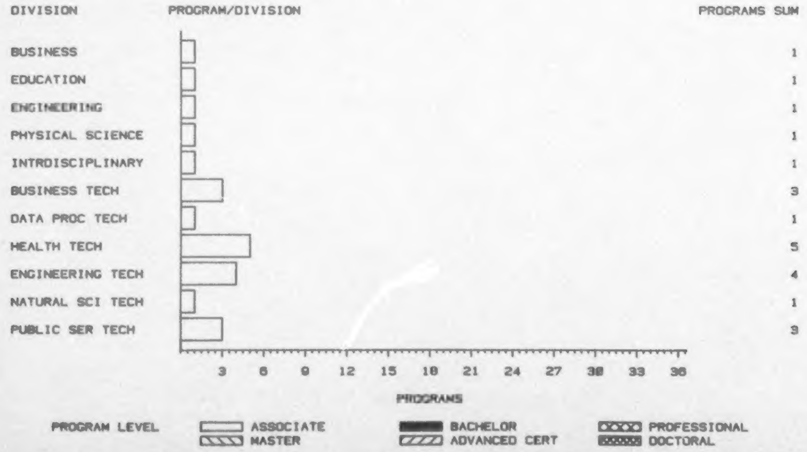
Academic Year 1979-80



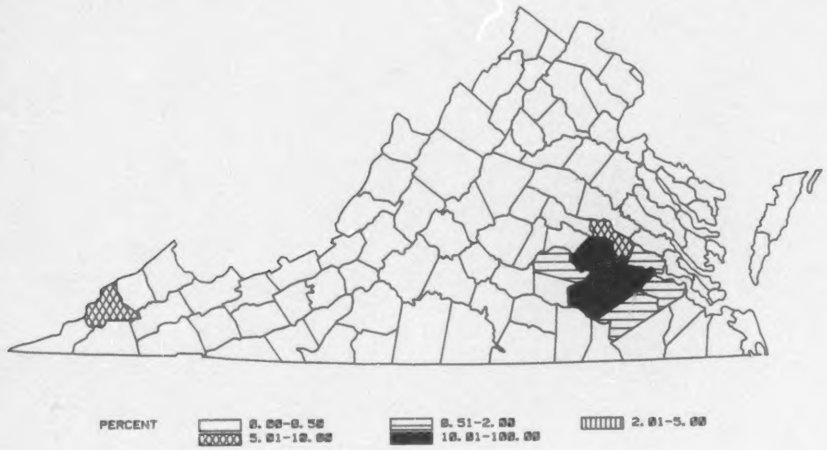
Non–Credit Registrants
Academic Year 1979–80



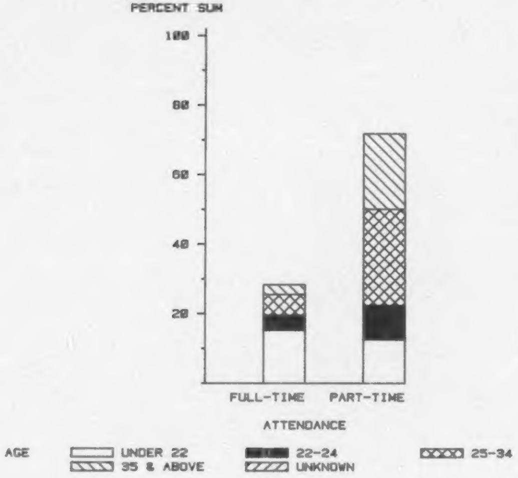
Approved Degree Programs
Academic Year 1981–82



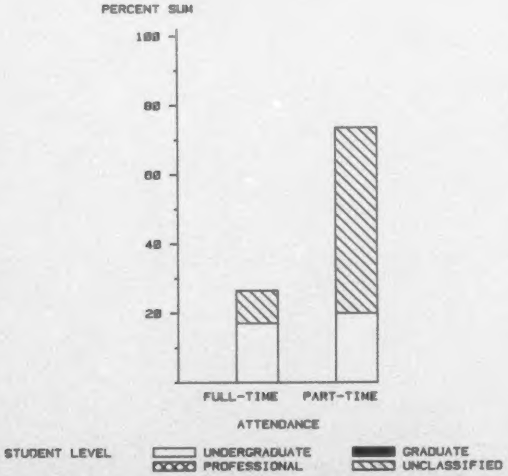
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
2.01-5.00

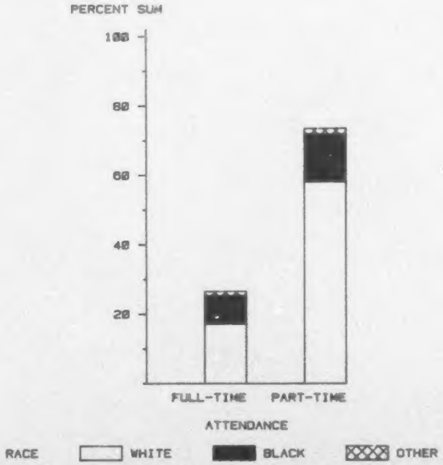
Enrollment by Age
Fall 1979



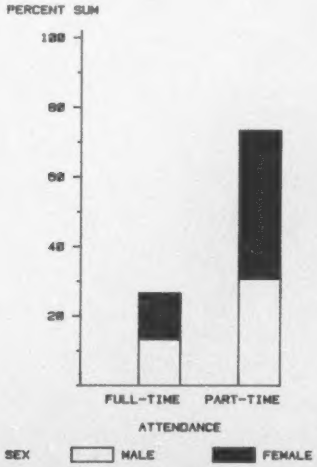
Enrollment by Student Level
Fall 1980



Enrollment by Race
Fall 1980

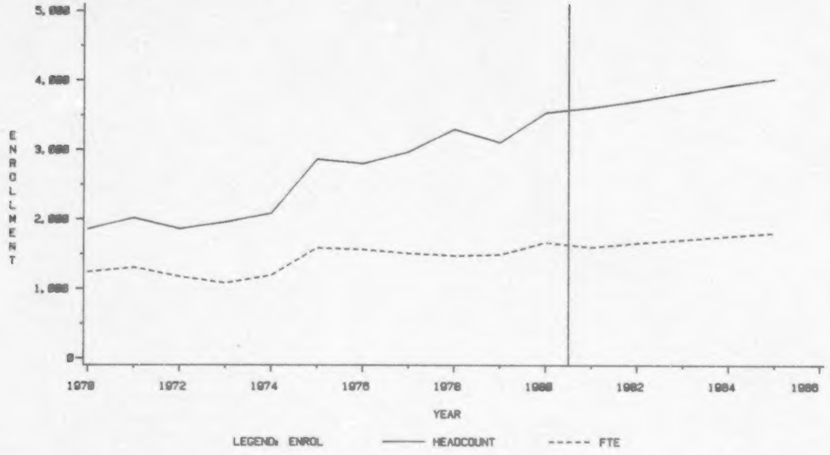


Enrollment by Sex
Fall 1980



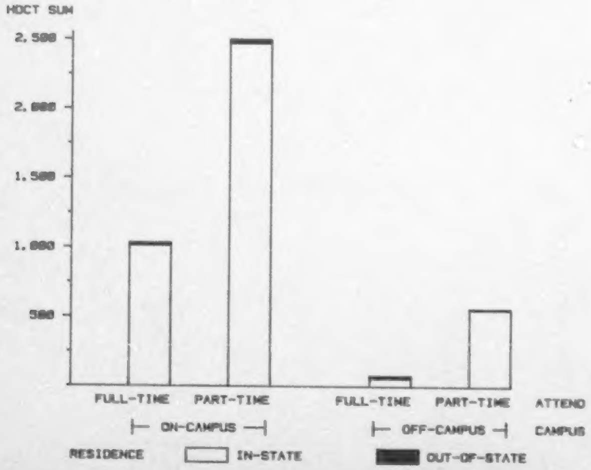
Actual and Projected Enrollment

1970 to 1986



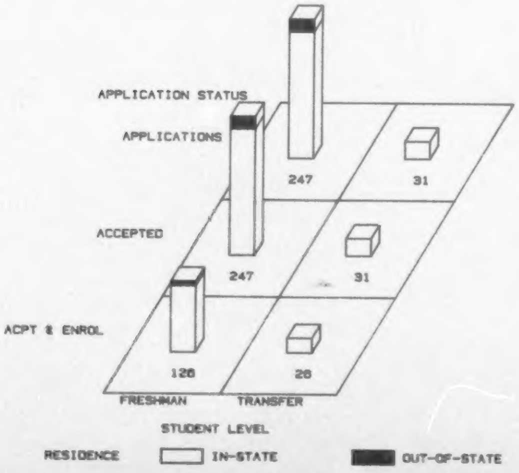
Total Headcount Enrollment

Fall 1980

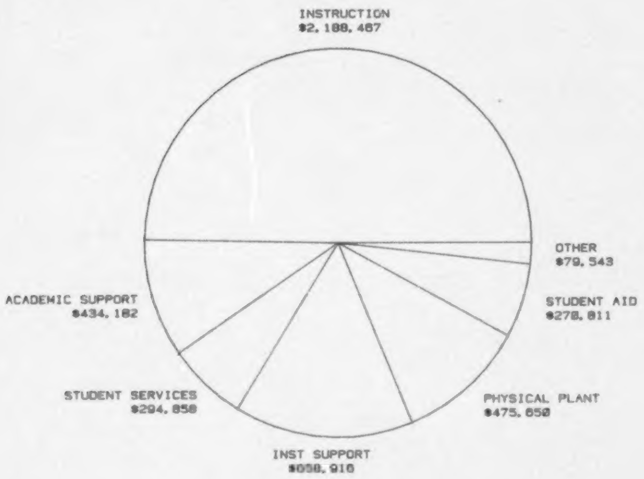


Admission Applications by Level

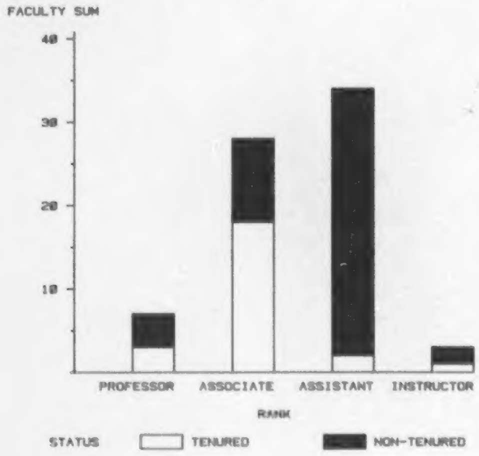
Fall 1980



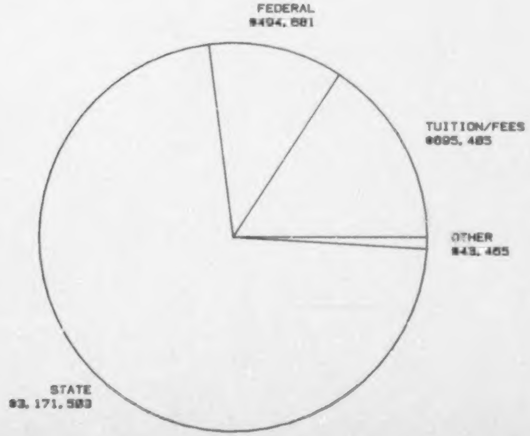
Funds Expenditures
Fiscal Year 1979–80



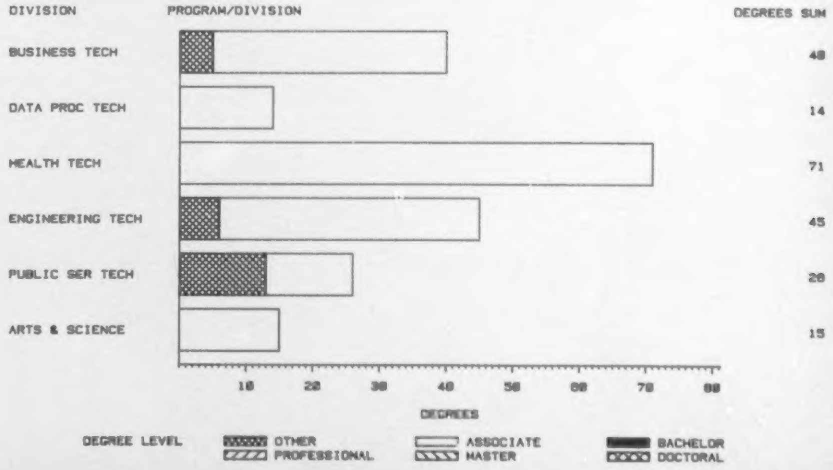
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



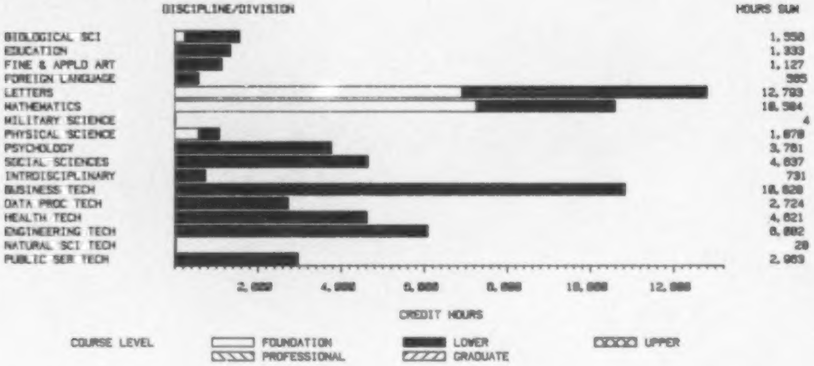
Sources of Funds Revenue
Fiscal Year 1979–80



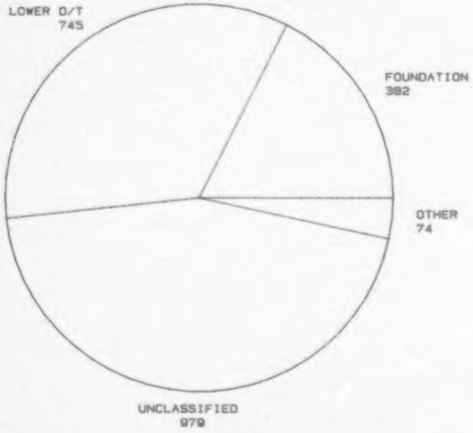
Degrees Conferred
Academic Year 1980–81



Annual Credit Hours
Academic Year 1980–81

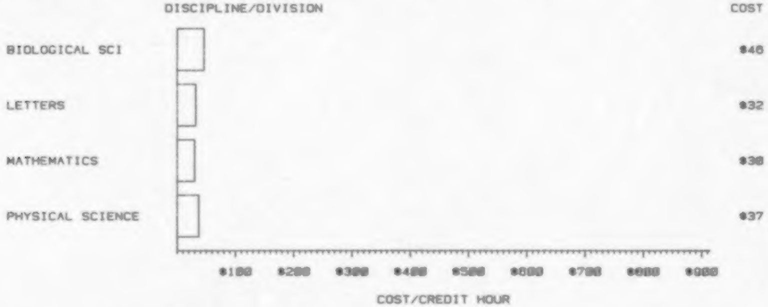


Annual Full-Time-Equivalent Enrollment
Academic Year 1980–81



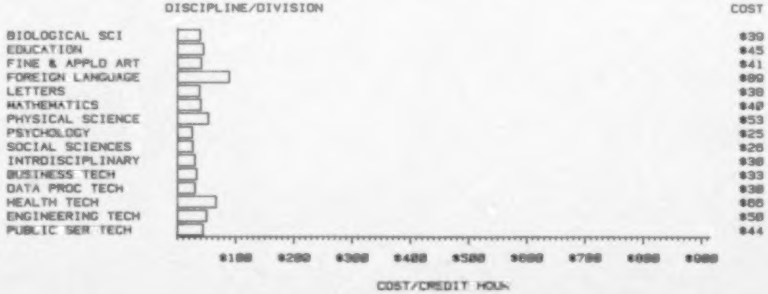
Direct Cost per Credit Hour
Academic Year 1979–80

COURSE LEVEL=FOUNDATION

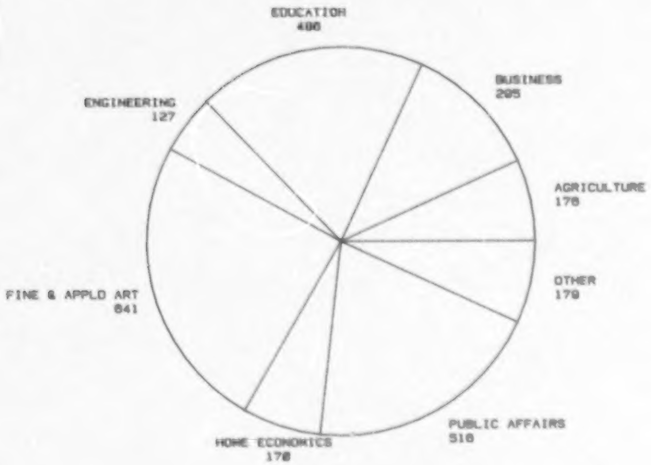


Direct Cost per Credit Hour
Academic Year 1979–80

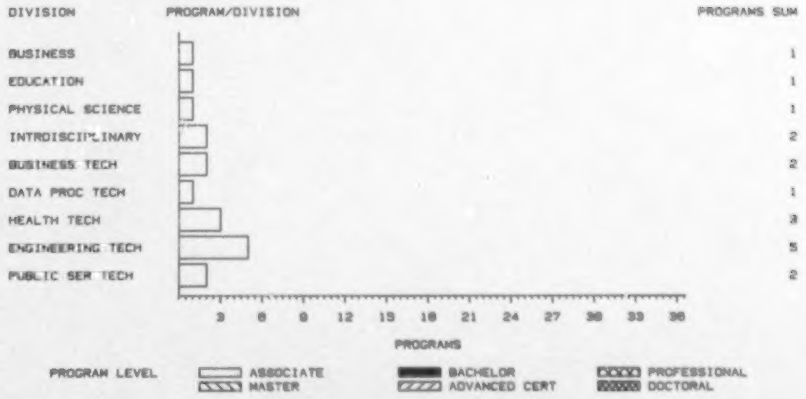
COURSE LEVEL=LOWER



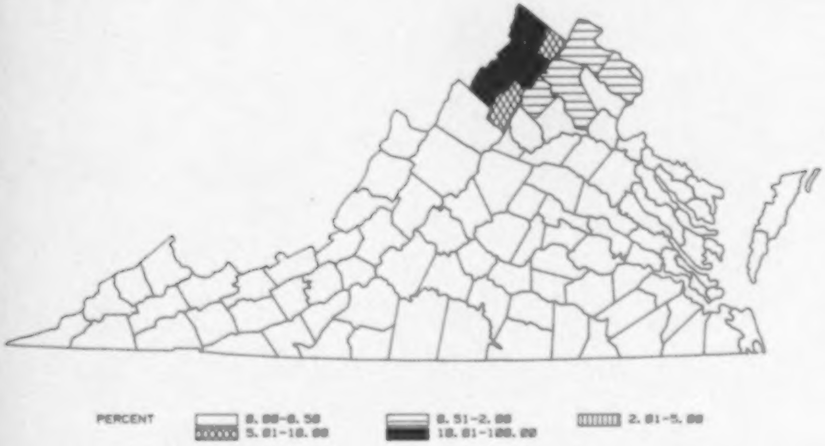
Non-Credit Registrants
Academic Year 1979-80



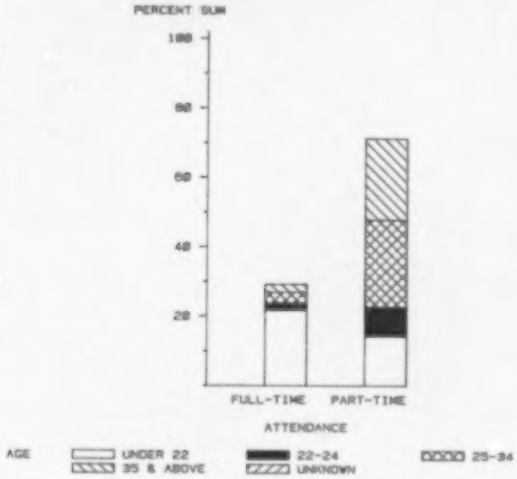
Approved Degree Programs
Academic Year 1981-82



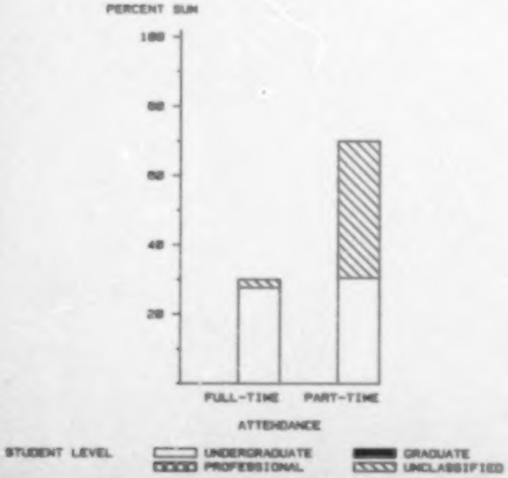
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
2.01-5.00

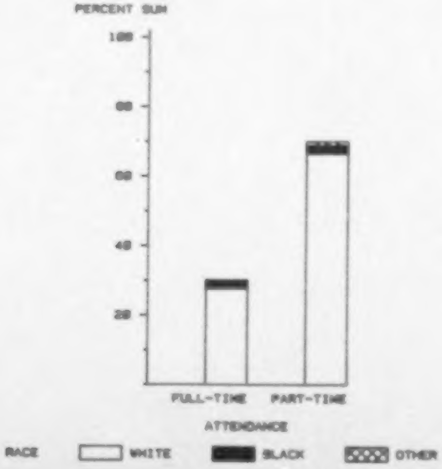
Enrollment by Age
Fall 1979



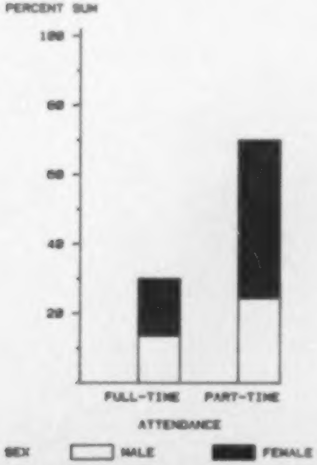
Enrollment by Student Level
Fall 1980



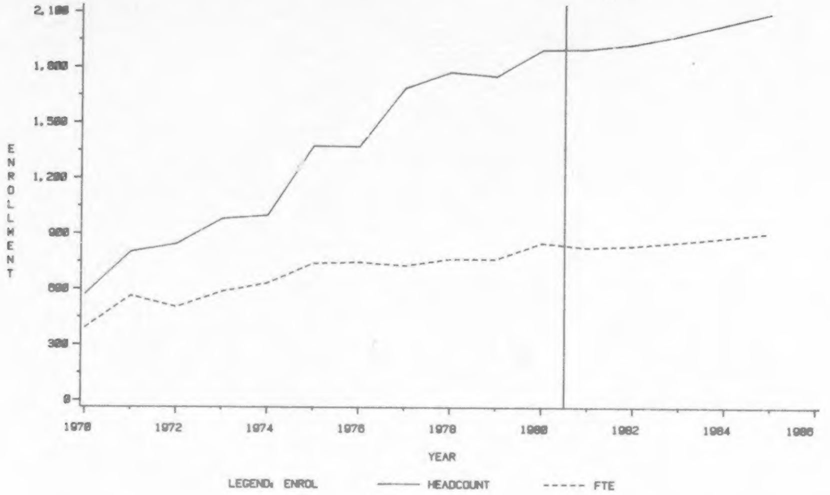
Enrollment by Race
Fall 1980



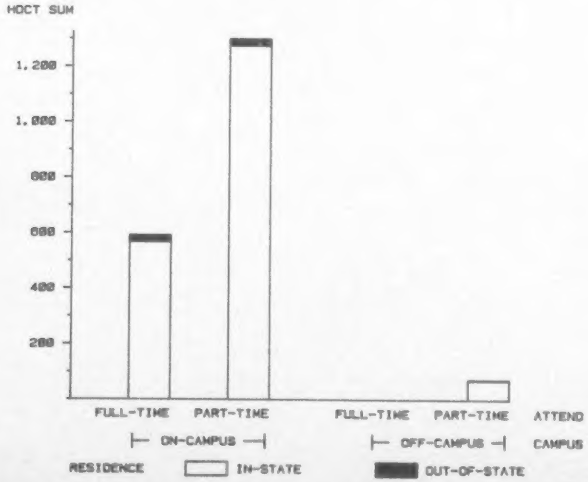
Enrollment by Sex
Fall 1980



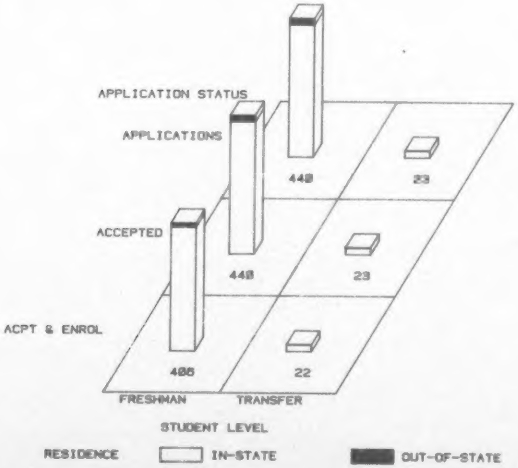
Actual and Projected Enrollment
1970 to 1986



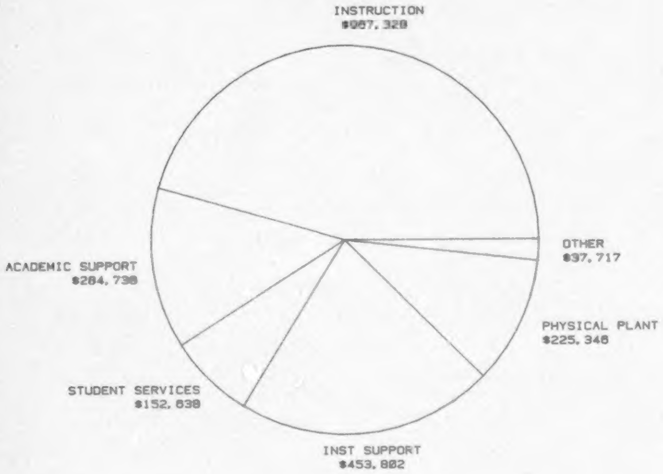
Total Headcount Enrollment
Fall 1980



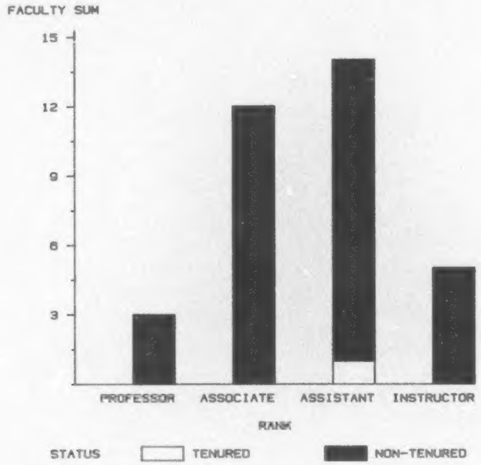
Admission Applications by Level
Fall 1980



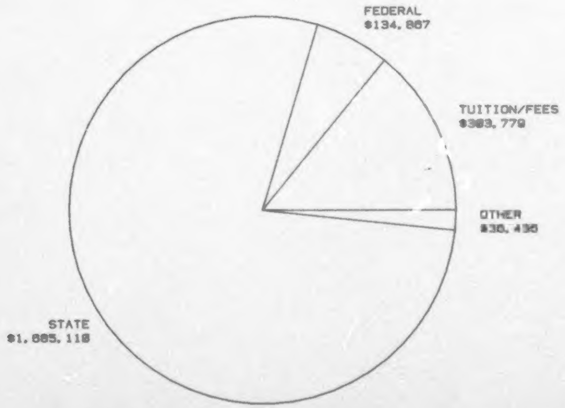
Funds Expenditures
Fiscal Year 1979–80



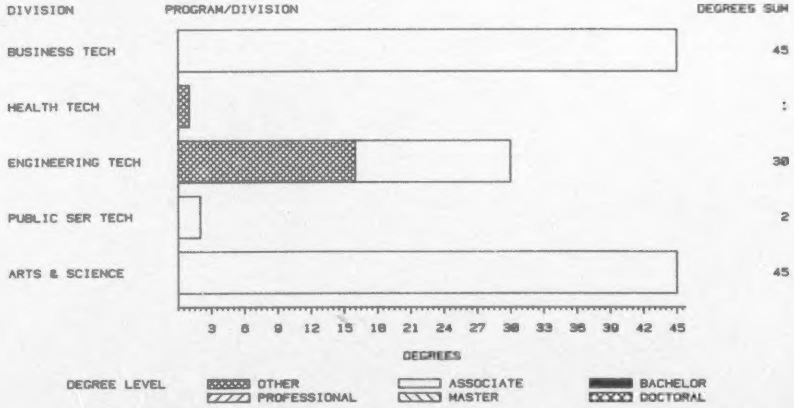
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



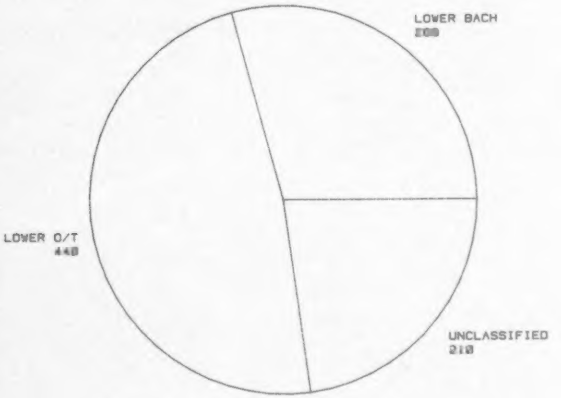
Sources of Funds Revenue
Fiscal Year 1979–80



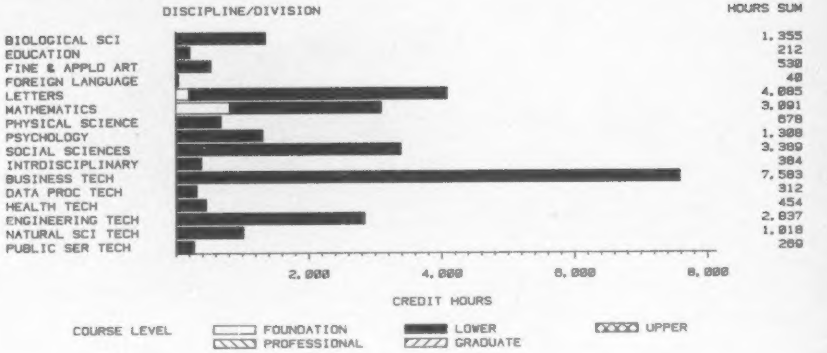
Degrees Conferred
Academic Year 1980–81



Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81

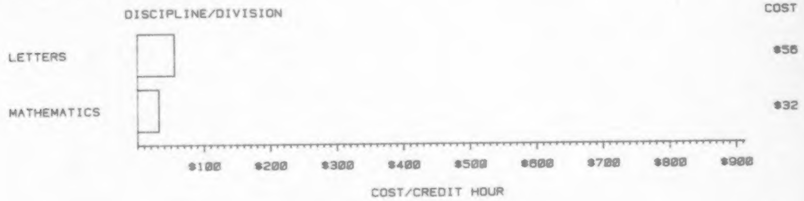


Annual Credit Hours
Academic Year 1980-81



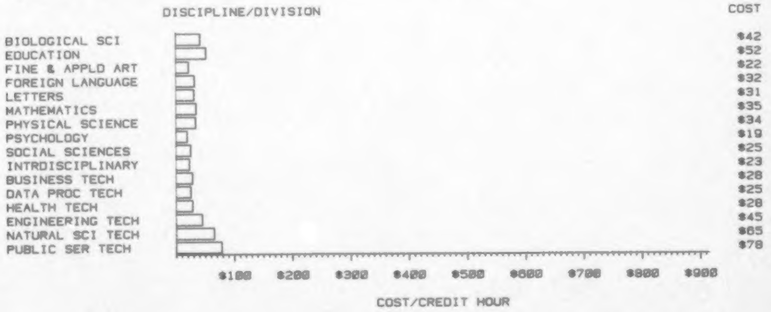
Direct Cost per Credit Hour
Academic Year 1979-80

COURSE LEVEL=FOUNDATION

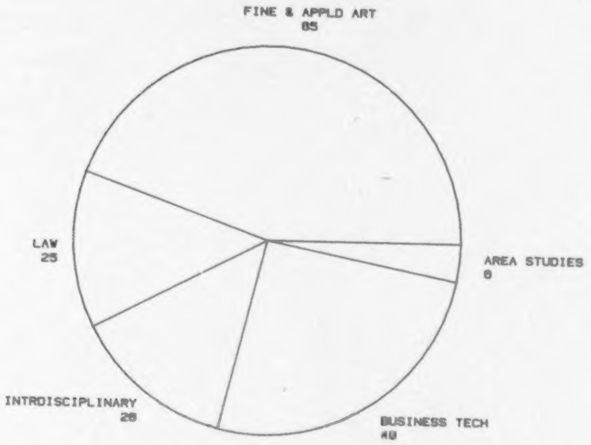


Direct Cost per Credit Hour
Academic Year 1979-80

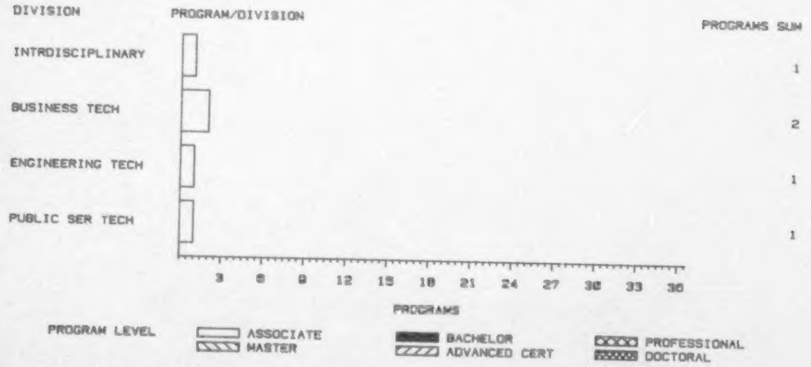
COURSE LEVEL=LOWER



Non-Credit Registrants
Academic Year 1979-80



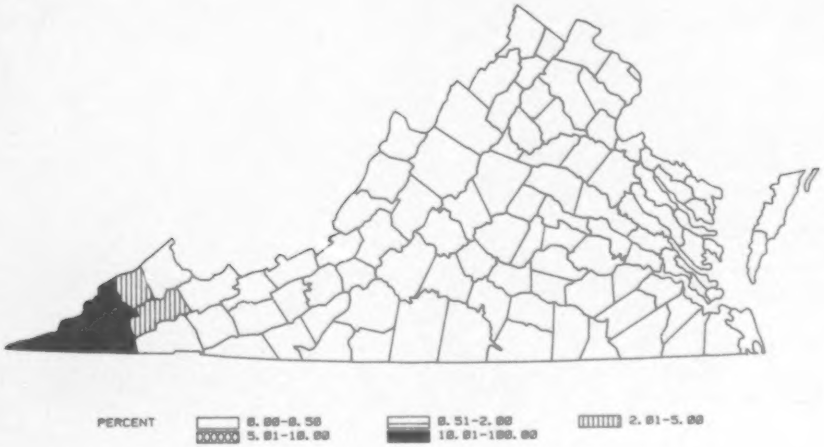
Approved Degree Programs
Academic Year 1981-82



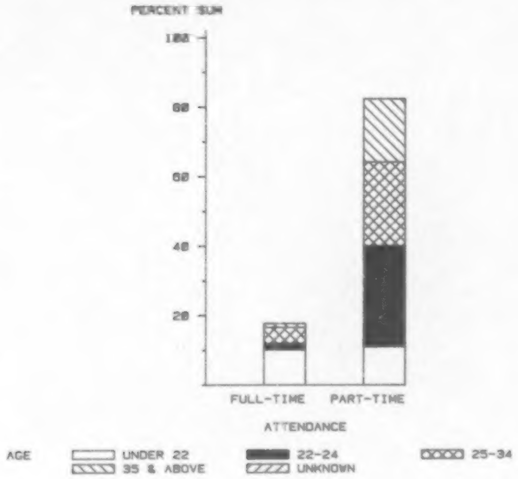
Programs Approved for Initiation
1982-84

AAS. IN AGRICULTURAL BUSINESS

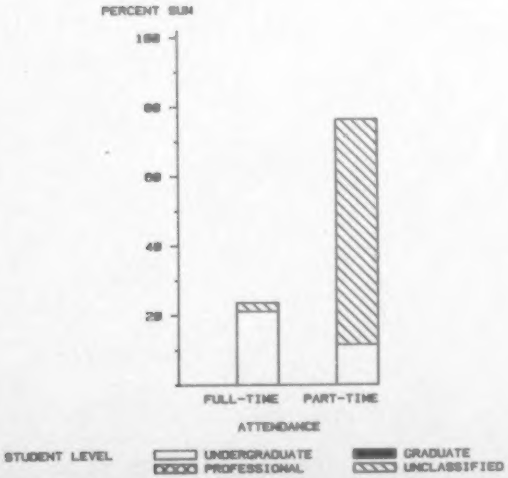
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
2.01-5.00

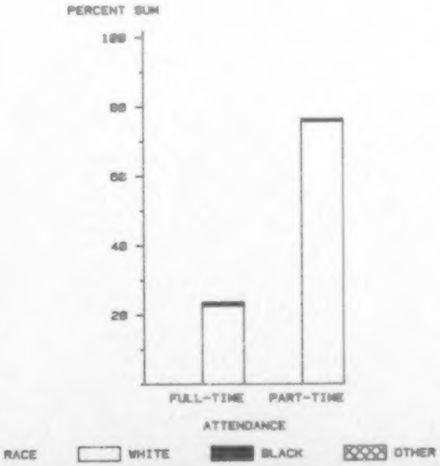
Enrollment by Age
Fall 1979



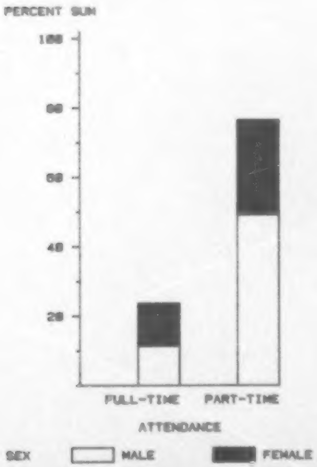
Enrollment by Student Level
Fall 1980



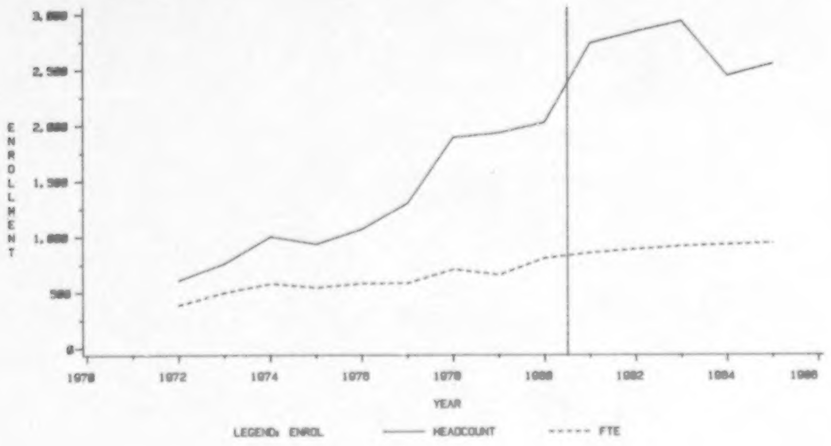
Enrollment by Race
Fall 1980



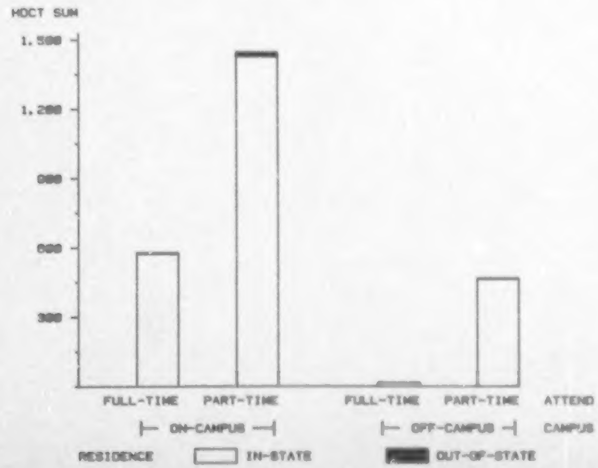
Enrollment by Sex
Fall 1980



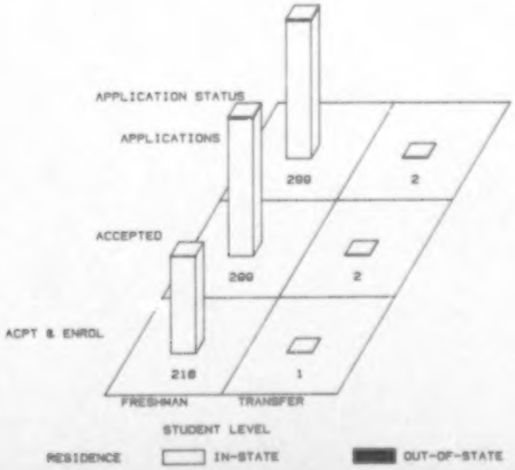
Actual and Projected Enrollment
1970 to 1986



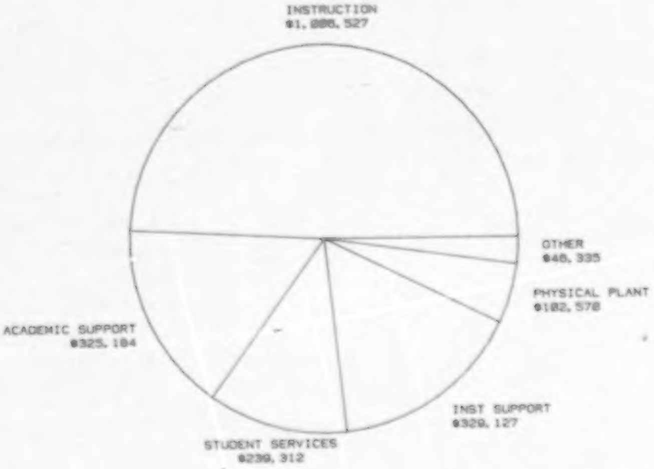
Total Headcount Enrollment
Fall 1980



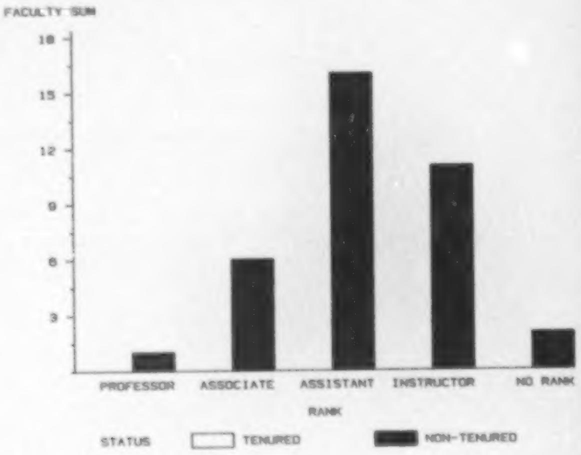
Admission Applications by Level
Fall 1980



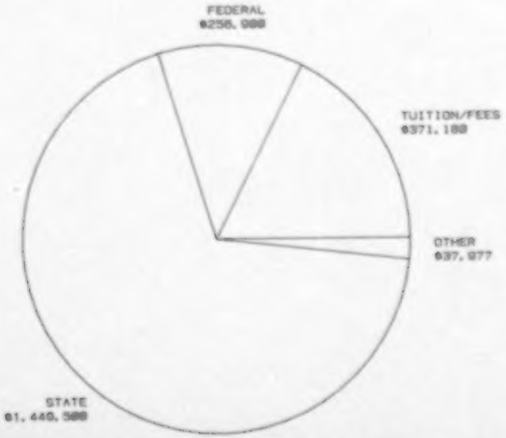
Funds Expenditures
Fiscal Year 1979–80



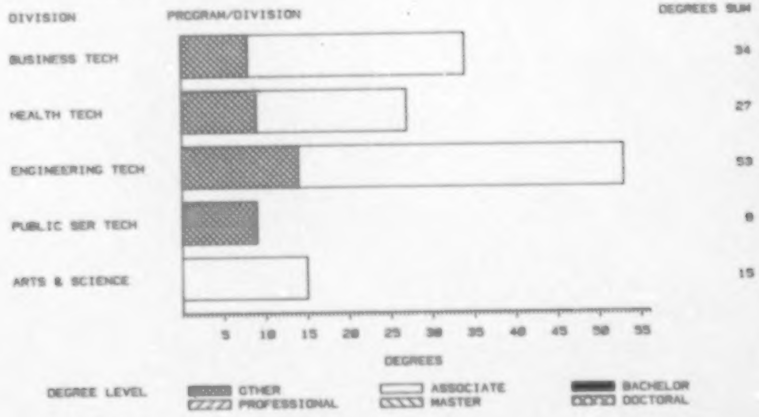
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80

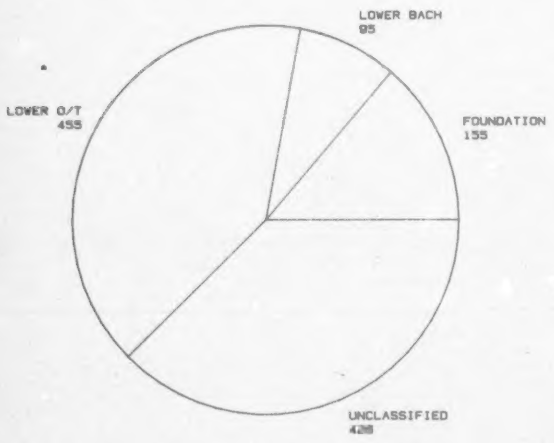


Degrees Conferred
Academic Year 1980–81



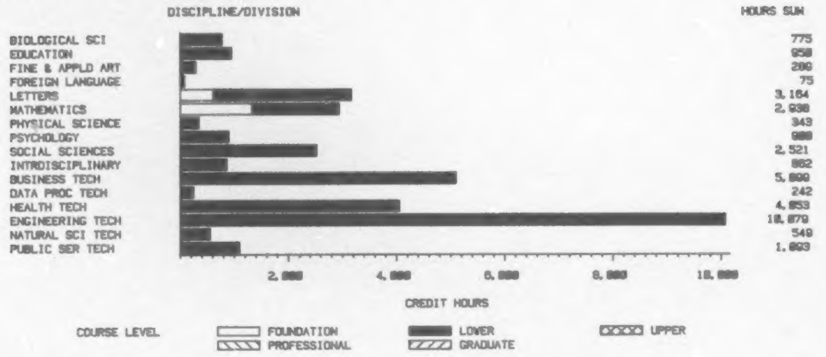
Annual Full-Time-Equivalent Enrollment

Academic Year 1980-81



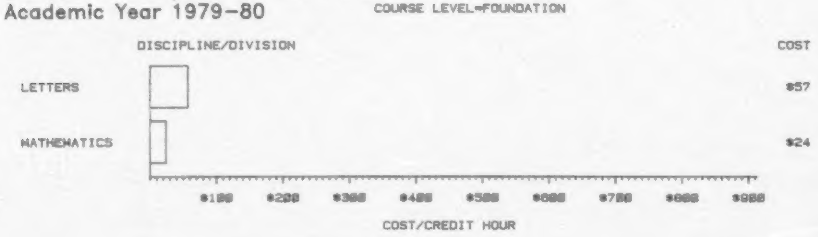
Annual Credit Hours

Academic Year 1980-81



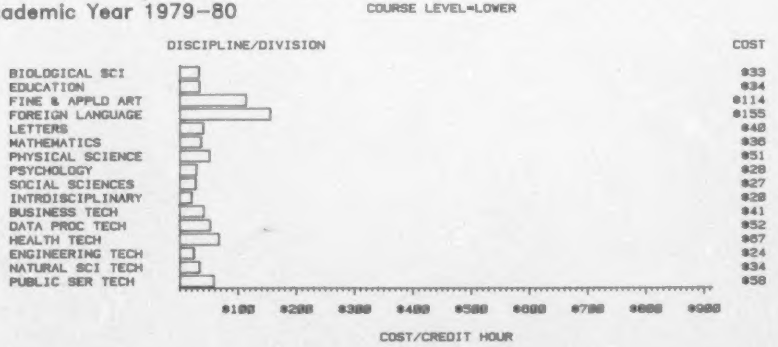
Direct Cost per Credit Hour

Academic Year 1979-80

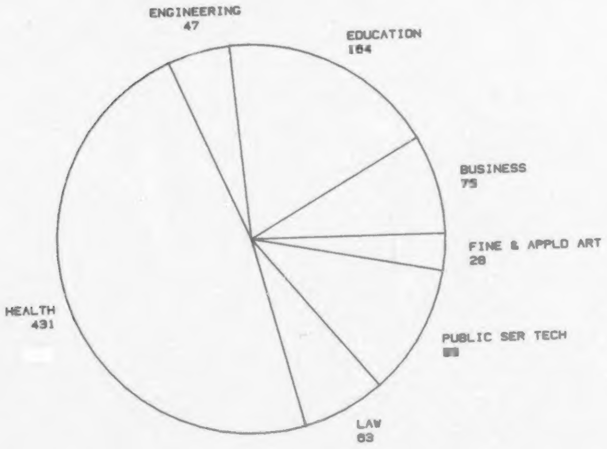


Direct Cost per Credit Hour

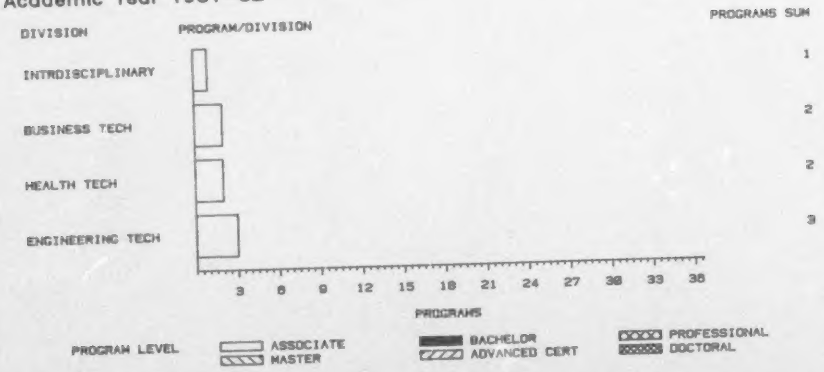
Academic Year 1979-80



Non-Credit Registrants
Academic Year 1979–80



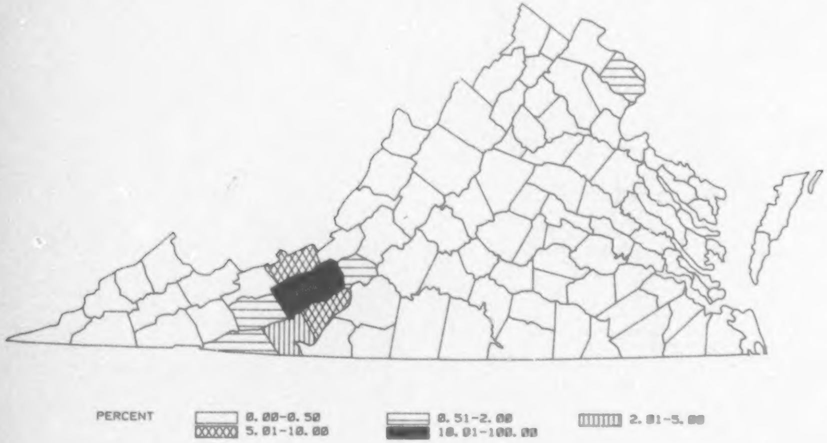
Approved Degree Programs
Academic Year 1981–82



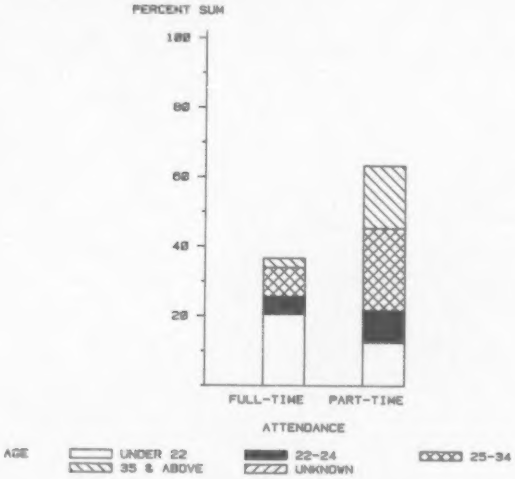
Programs Approved for Initiation
1982–84

AAS. IN ENVIRONMENTAL CONTROL TECHNOLOGY

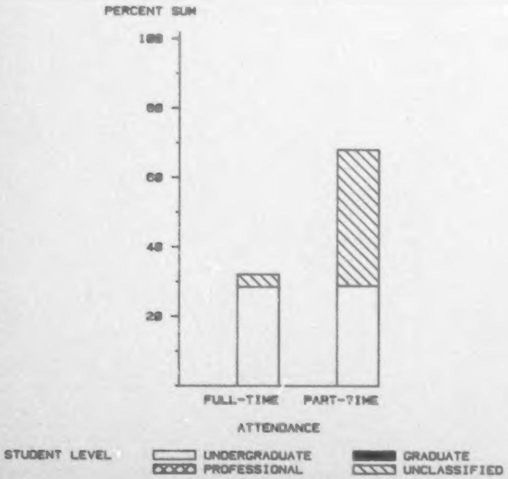
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

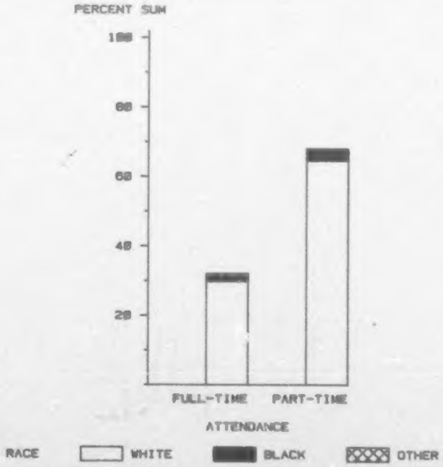
Enrollment by Age
Fall 1979



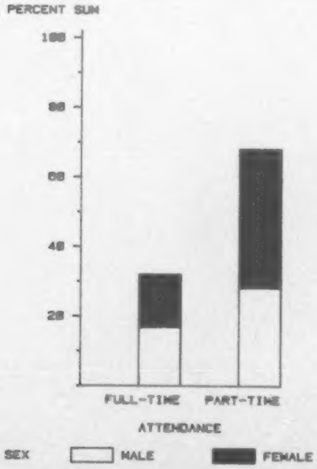
Enrollment by Student Level
Fall 1980



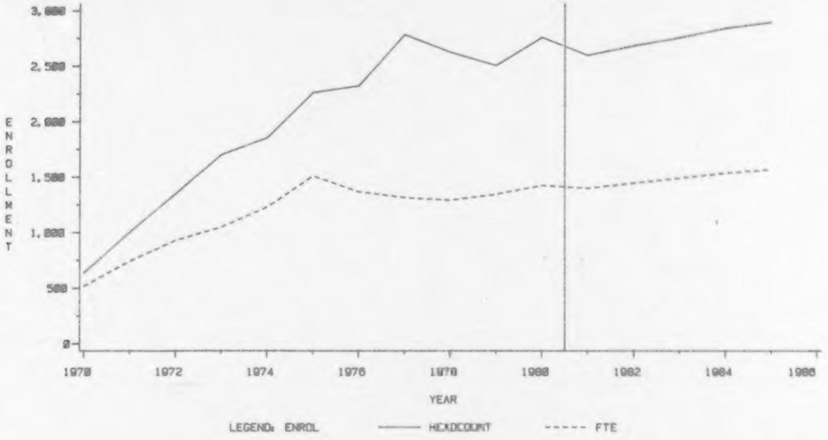
Enrollment by Race
Fall 1980



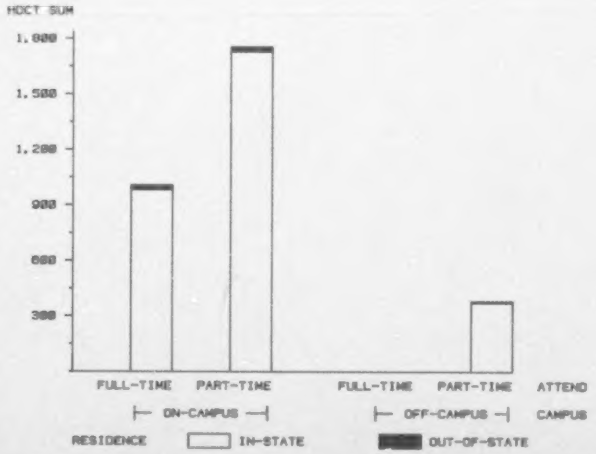
Enrollment by Sex
Fall 1980



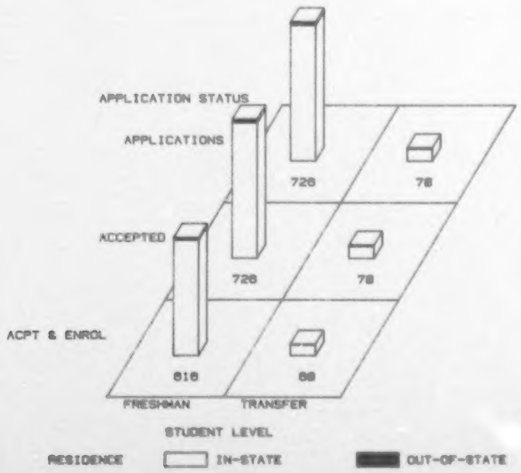
Actual and Projected Enrollment
1970 to 1986



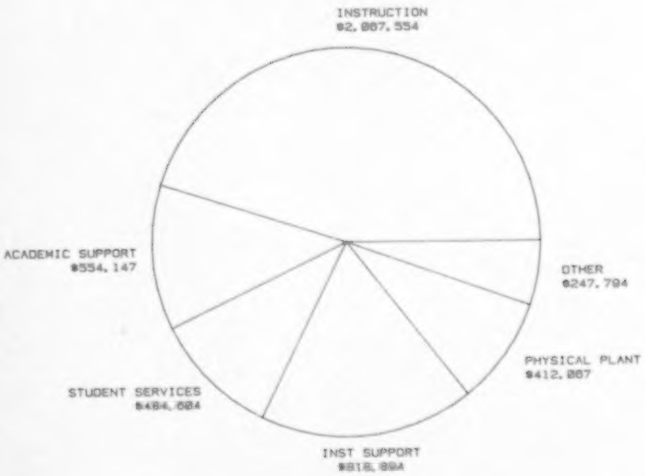
Total Headcount Enrollment
Fall 1980



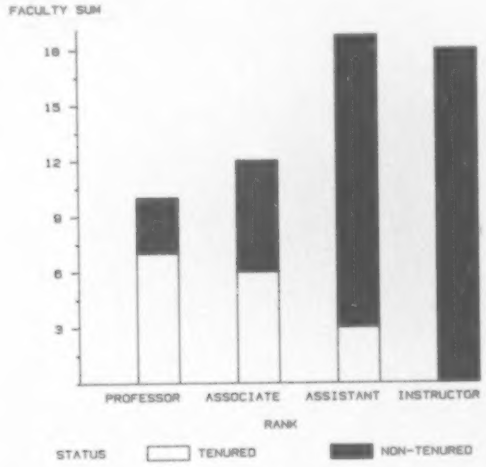
Admission Applications by Level
Fall 1980



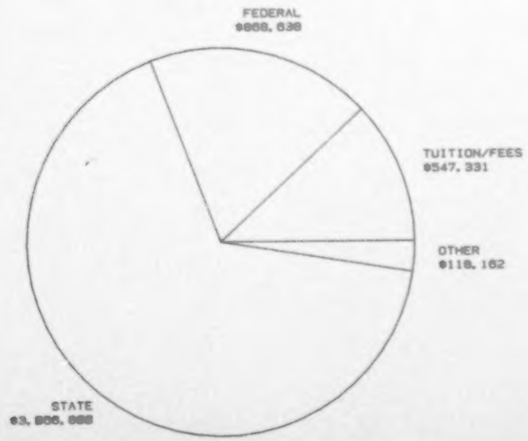
Funds Expenditures
Fiscal Year 1979–80



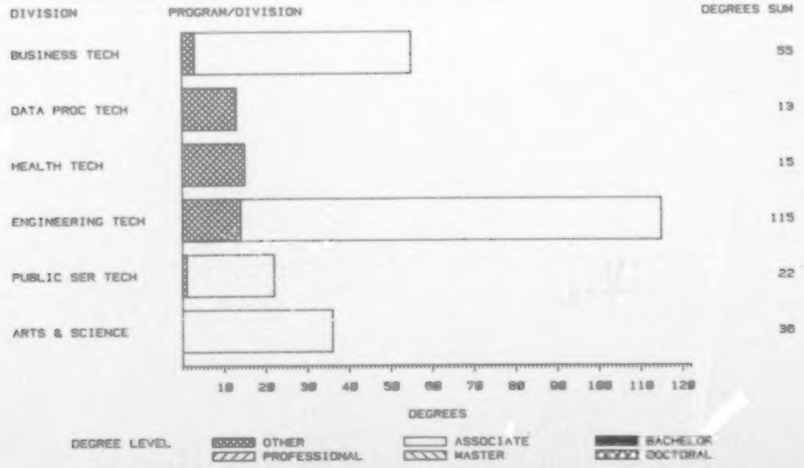
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



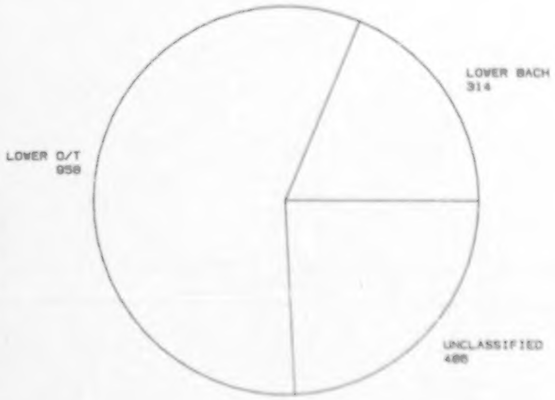
Sources of Funds Revenue
Fiscal Year 1979–80



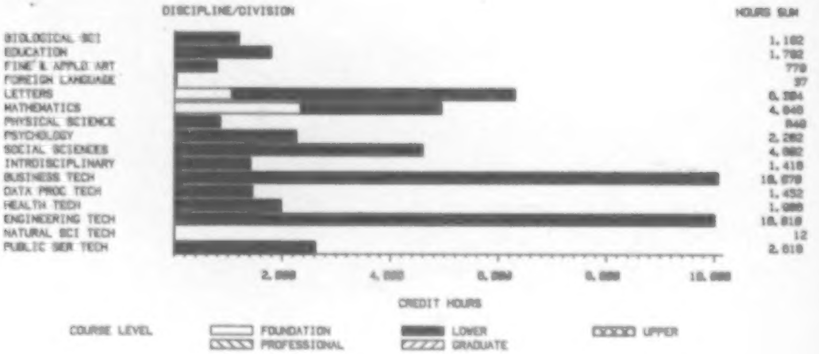
Degrees Conferred
Academic Year 1980–81



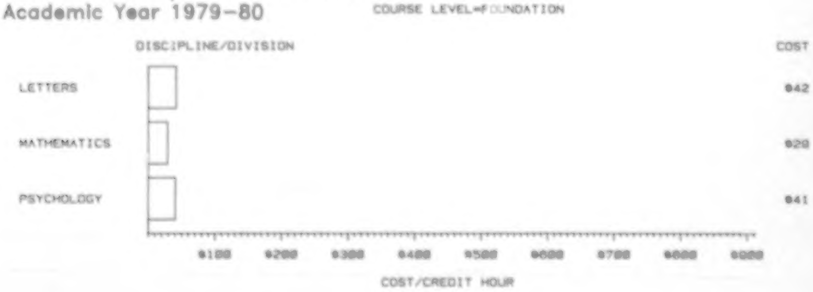
Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81



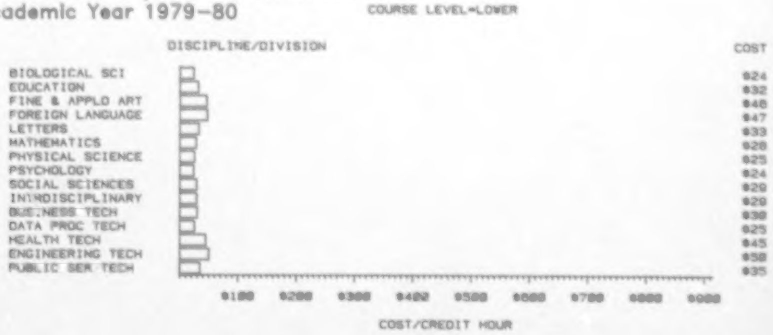
Annual Credit Hours
Academic Year 1980-81



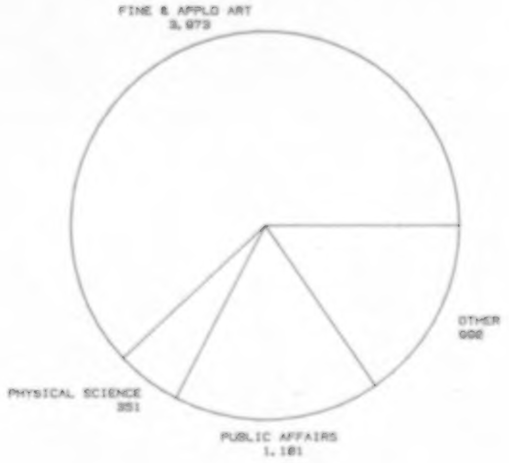
Direct Cost per Credit Hour
Academic Year 1979-80



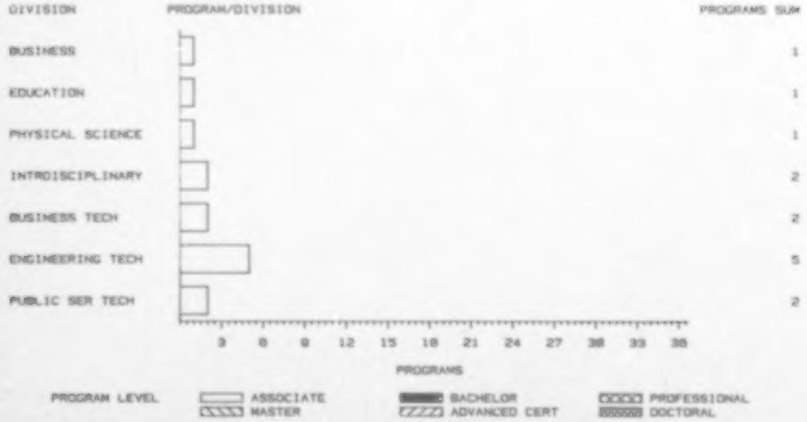
Direct Cost per Credit Hour
Academic Year 1979-80



Non–Credit Registrants
Academic Year 1979–80



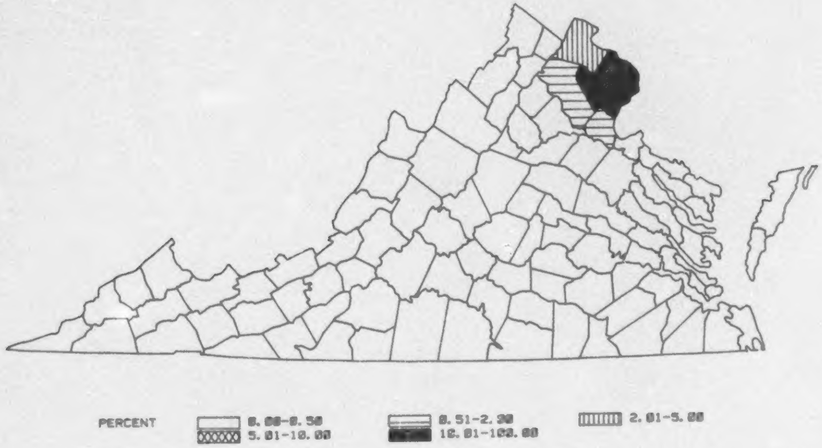
Approved Degree Programs
Academic Year 1981–82



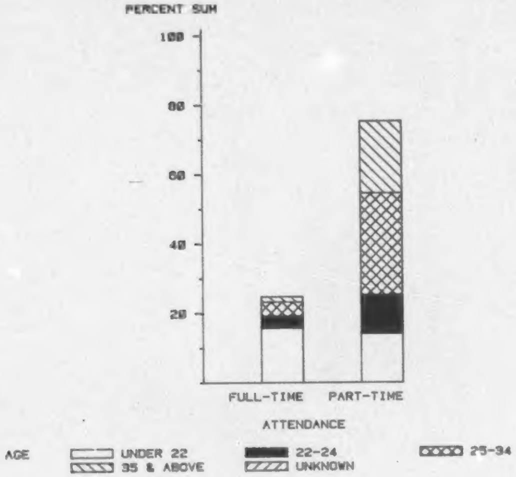
Programs Approved for Initiation
1982–84

AAS. IN MARKETING
AAS. IN EDUCATIONAL SERVICES

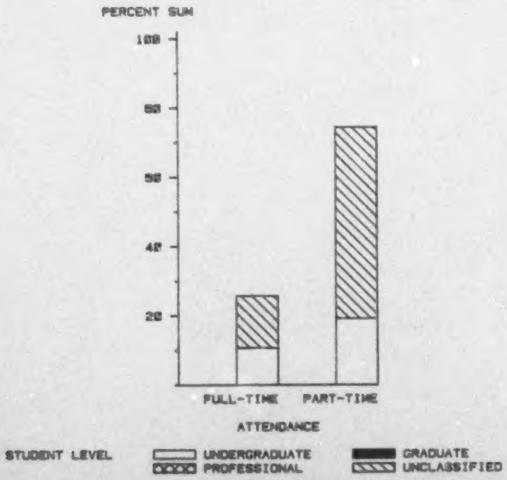
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
2.01-5.00

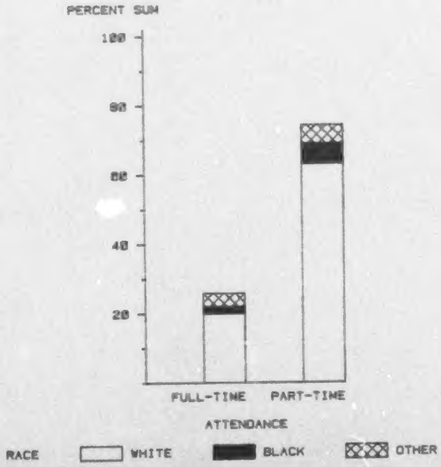
Enrollment by Age
Fall 1979



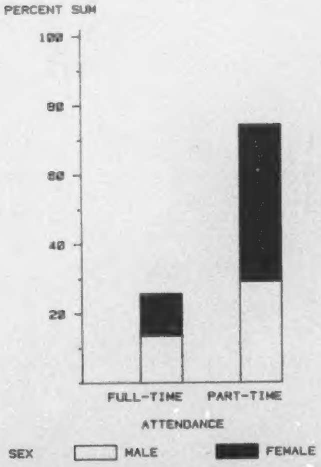
Enrollment by Student Level
Fall 1980



Enrollment by Race
Fall 1980

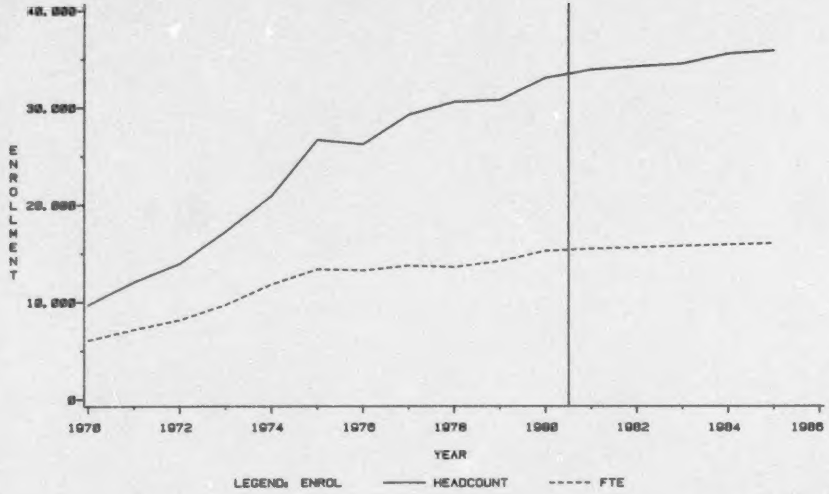


Enrollment by Sex
Fall 1980



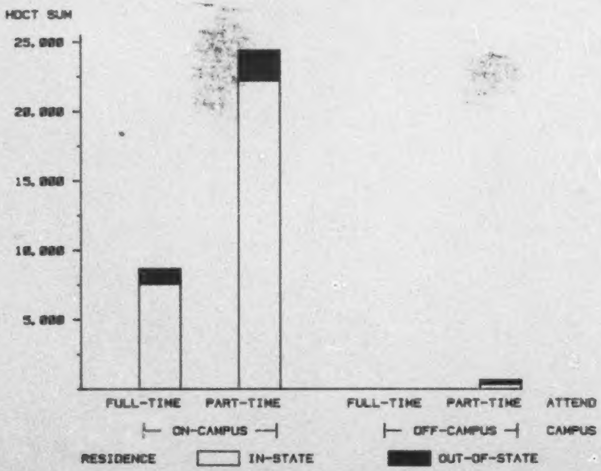
Actual and Projected Enrollment

1970 to 1986



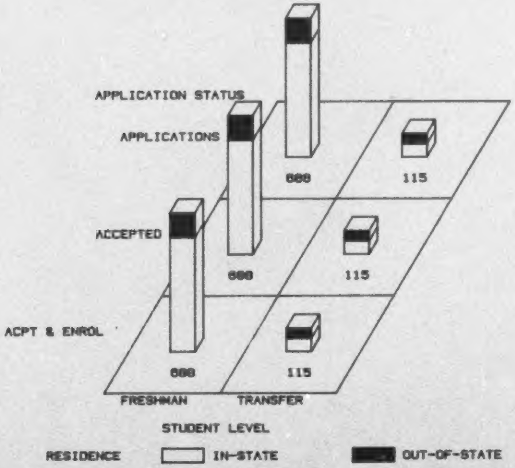
Total Headcount Enrollment

Fall 1980



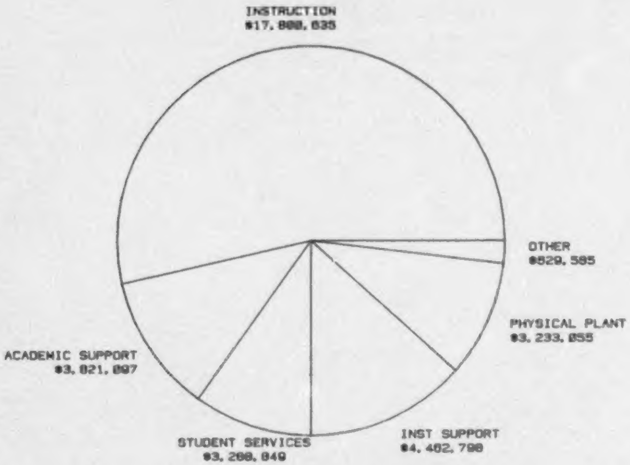
Admission Applications by Level

Fall 1980



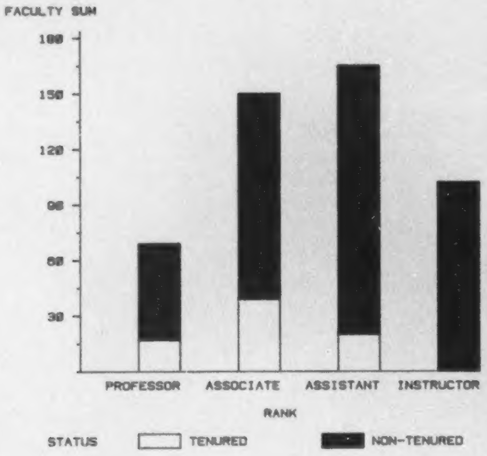
Funds Expenditures

Fiscal Year 1979-80



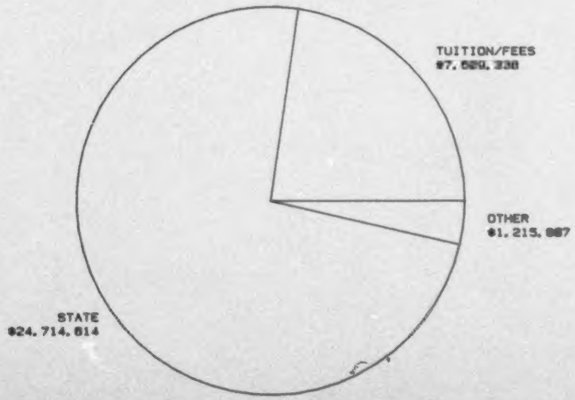
Tenure of Full-Time Instructional Faculty

Academic Year 1980-81



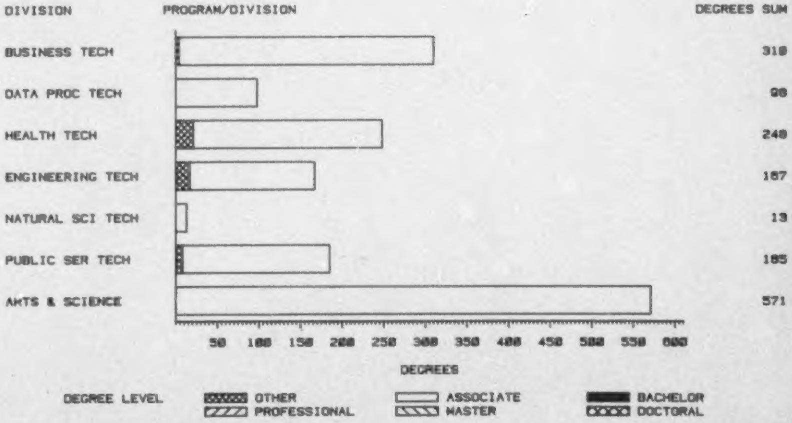
Sources of Funds Revenue

Fiscal Year 1979-80

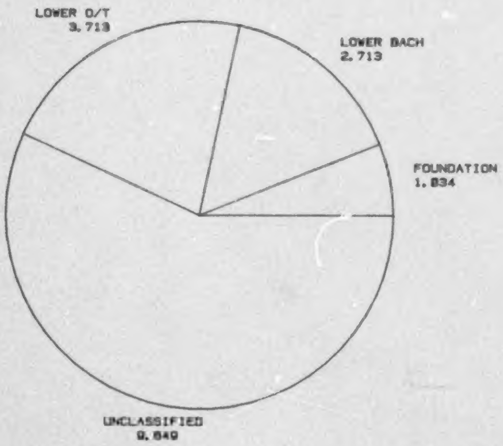


Degrees Conferred

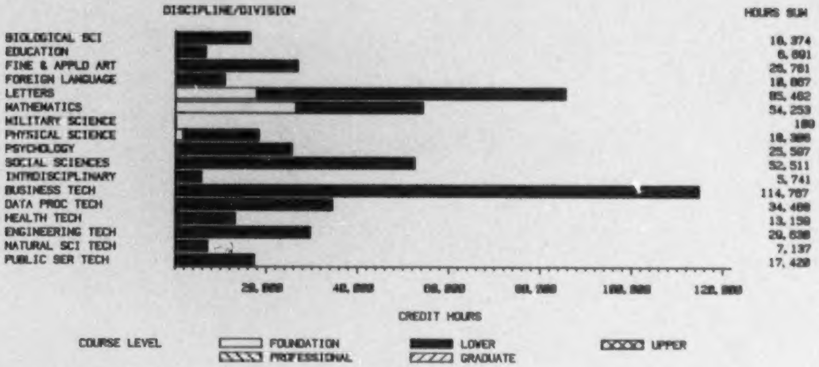
Academic Year 1980-81



Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81

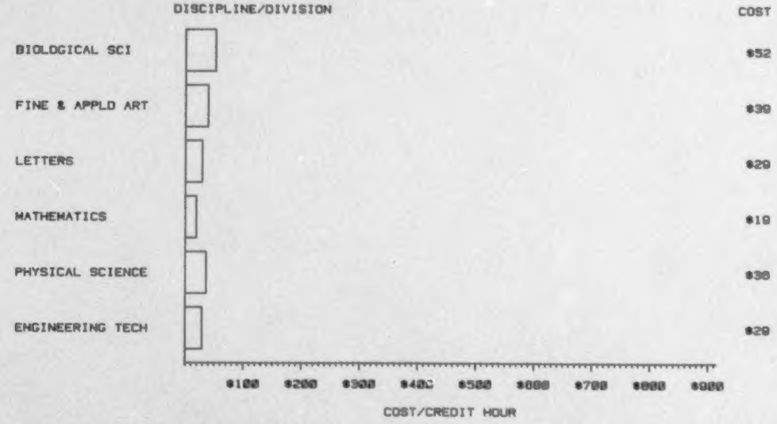


Annual Credit Hours
Academic Year 1980-81



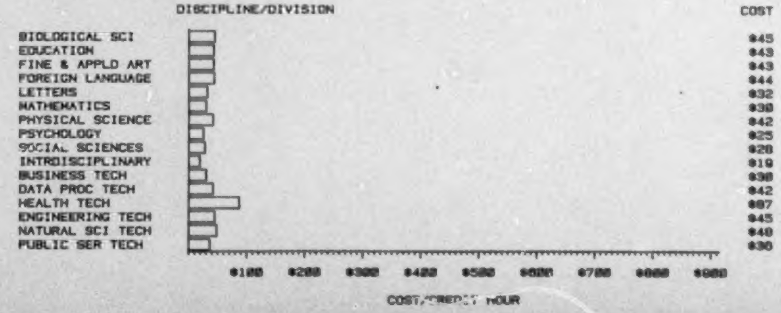
Direct Cost per Credit Hour
Academic Year 1979-80

COURSE LEVEL=FOUNDATION

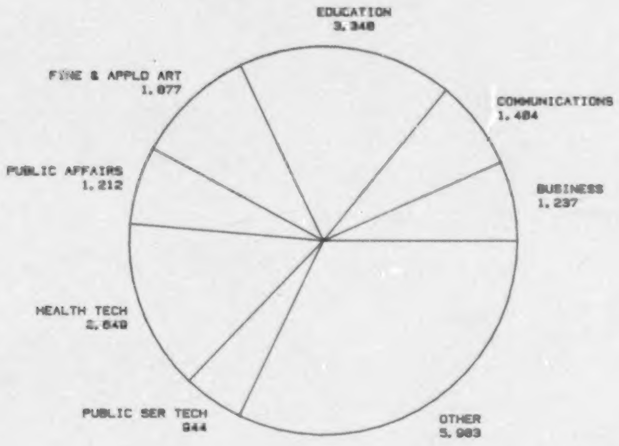


Direct Cost per Credit Hour
Academic Year 1979-80

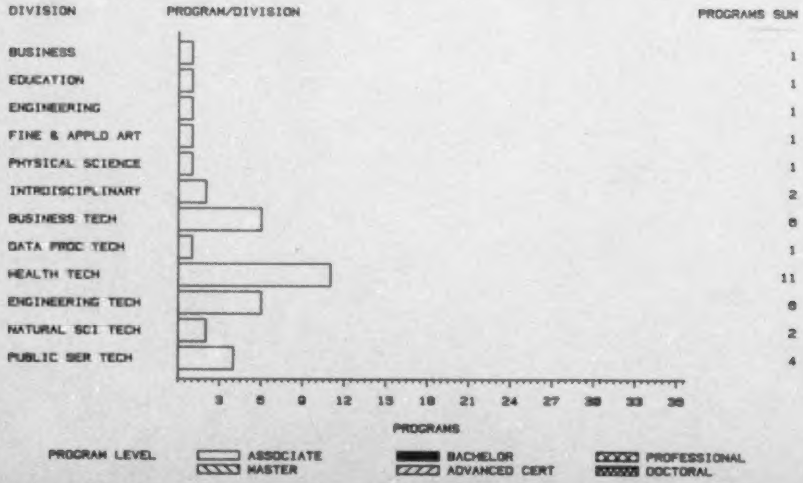
COURSE LEVEL=LOWER



Non-Credit Registrants
Academic Year 1979-80

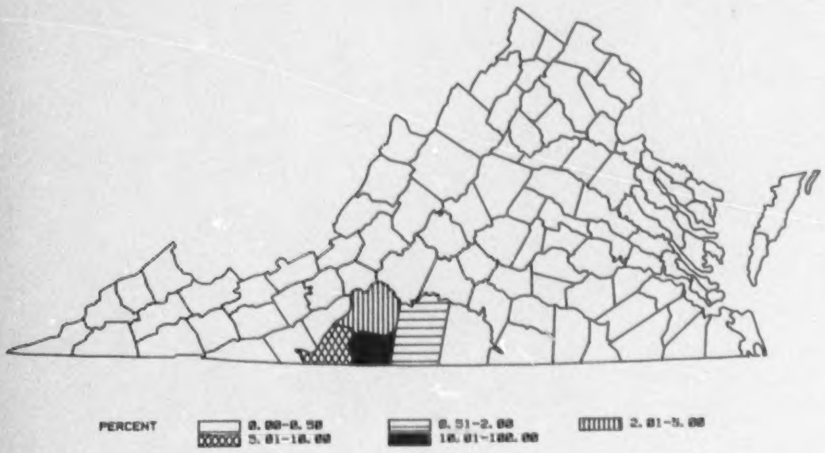


Approved Degree Programs
Academic Year 1981-82

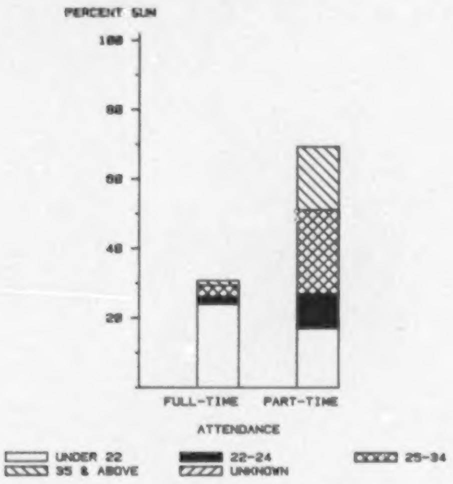


Patrick Henry

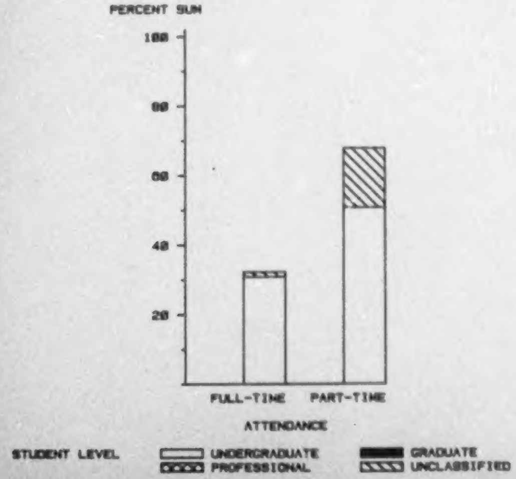
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

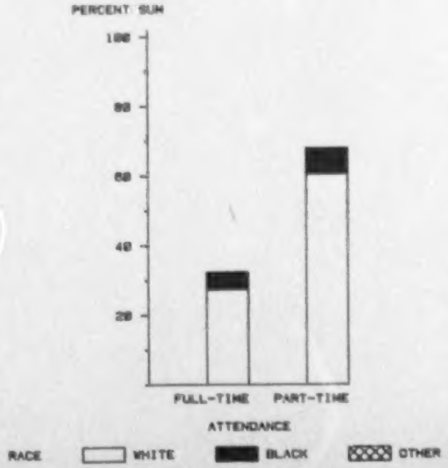
Enrollment by Age
Fall 1979



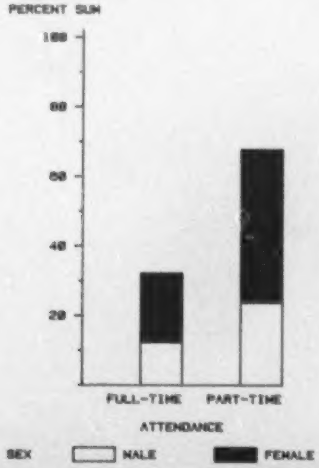
Enrollment by Student Level
Fall 1980



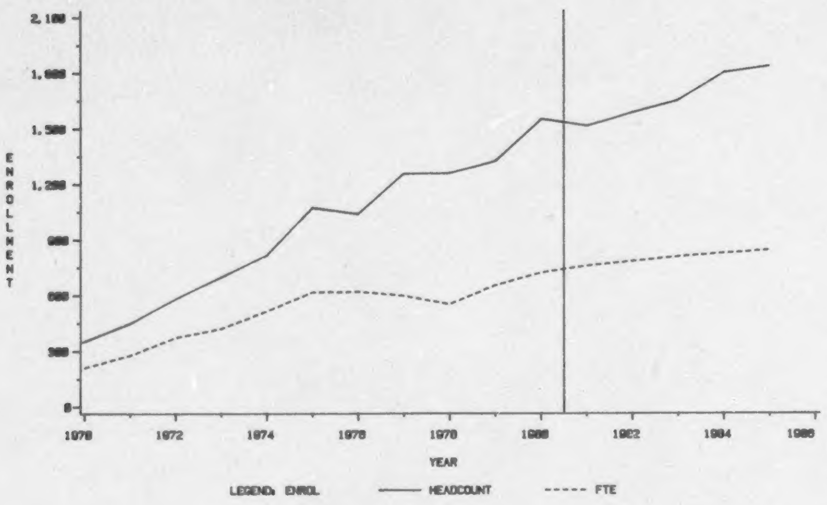
Enrollment by Race
Fall 1980



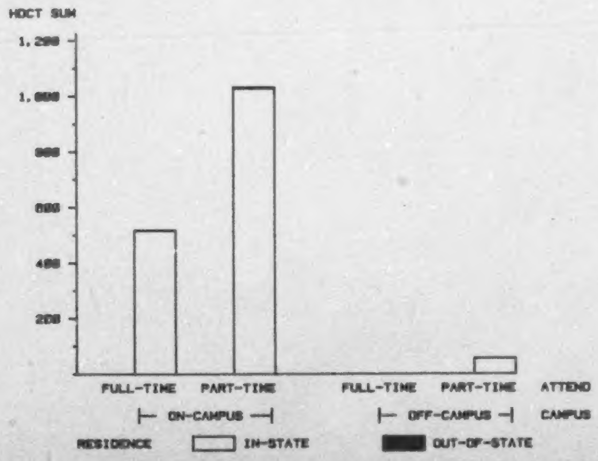
Enrollment by Sex
Fall 1980



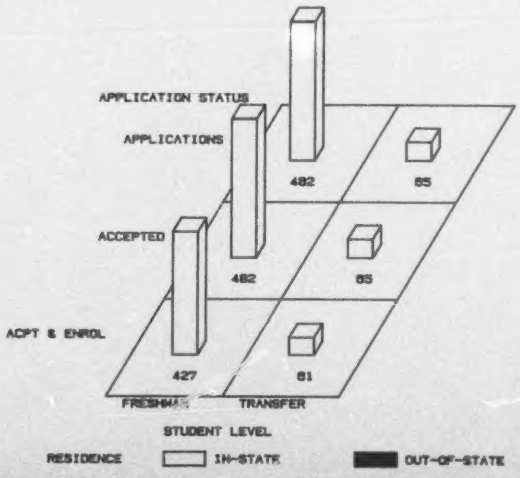
Actual and Projected Enrollment
1970 to 1986



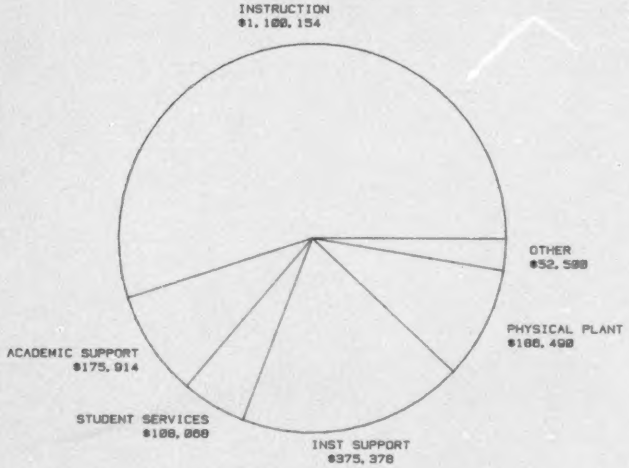
Total Headcount Enrollment
Fall 1980



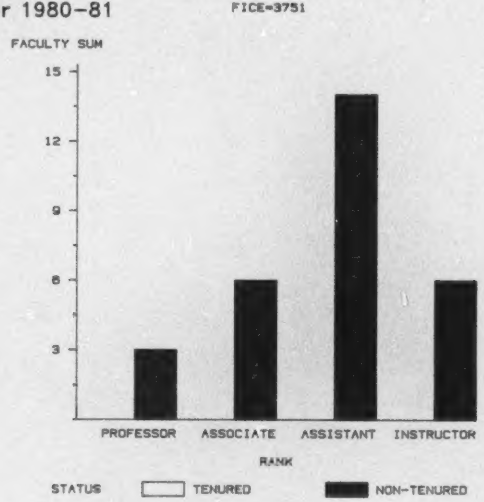
Admission Applications by Level
Fall 1980



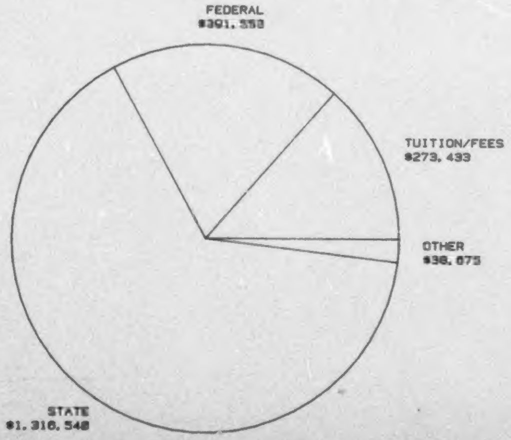
Funds Expenditures
Fiscal Year 1979–80



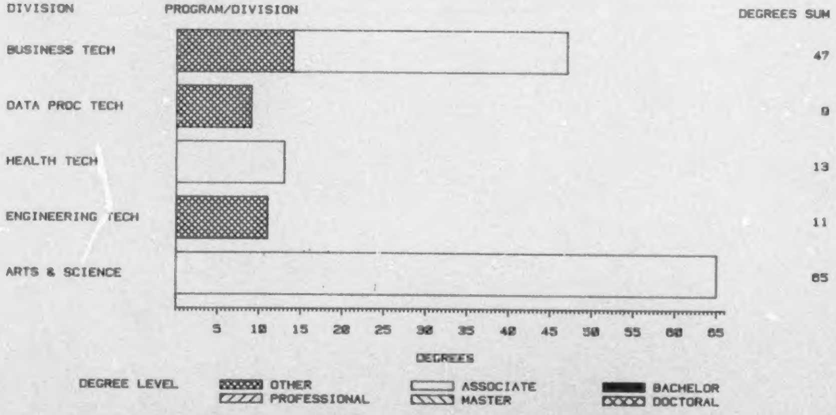
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



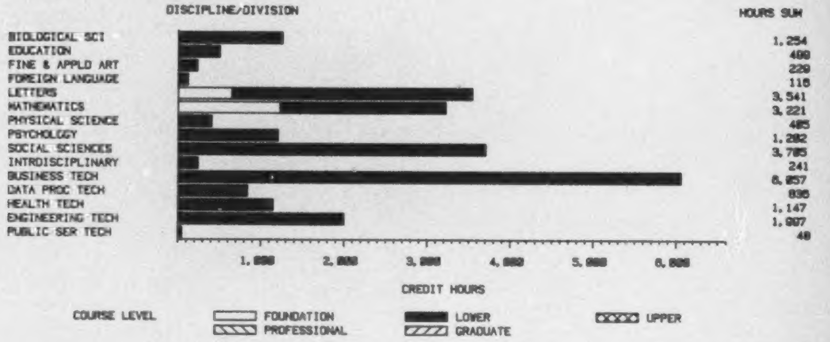
Sources of Funds Revenue
Fiscal Year 1979–80



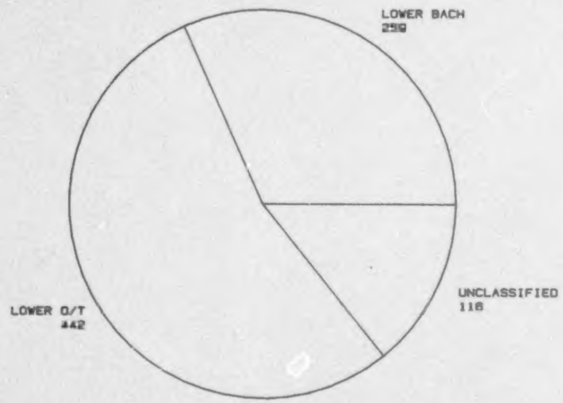
Degrees Conferred
Academic Year 1980–81



Annual Credit Hours
Academic Year 1980-81

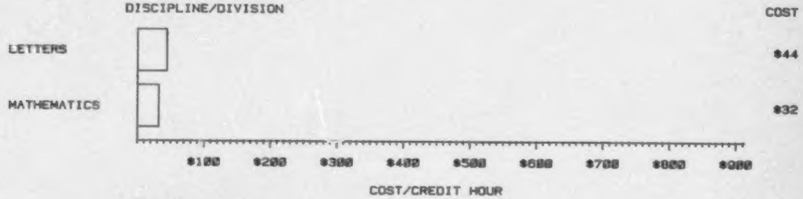


Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81



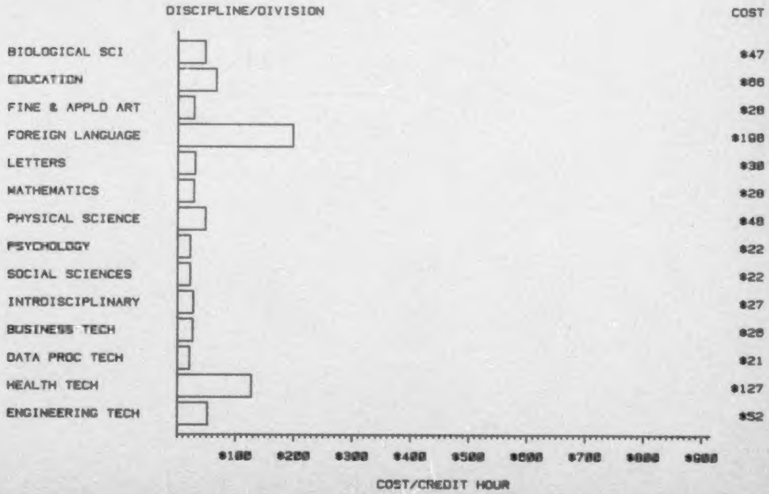
Direct Cost per Credit Hour
Academic Year 1979-80

COURSE LEVEL=FOUNDATION

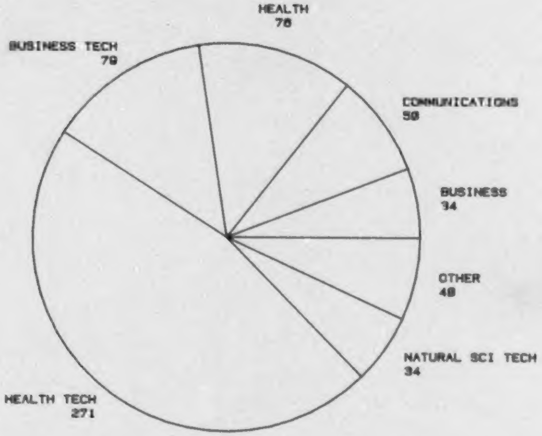


Direct Cost per Credit Hour
Academic Year 1979-80

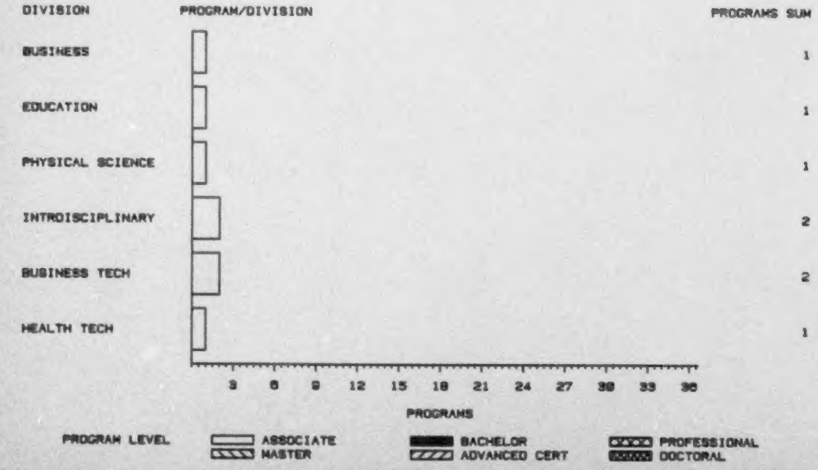
COURSE LEVEL=LOWER



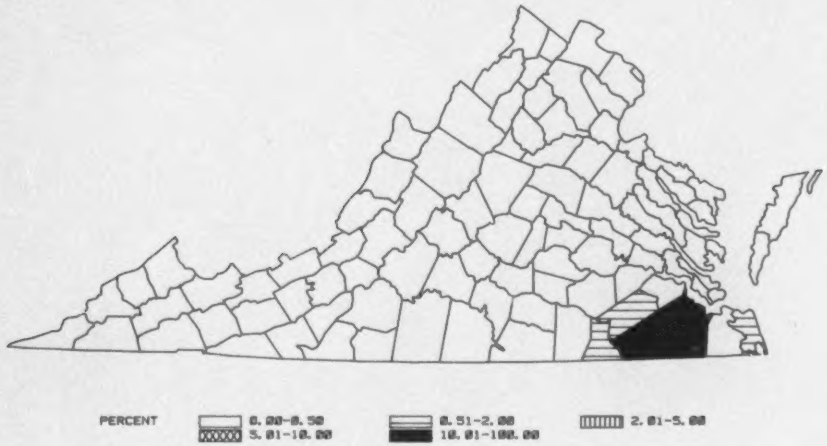
Non-Credit Registrants
Academic Year 1979-80



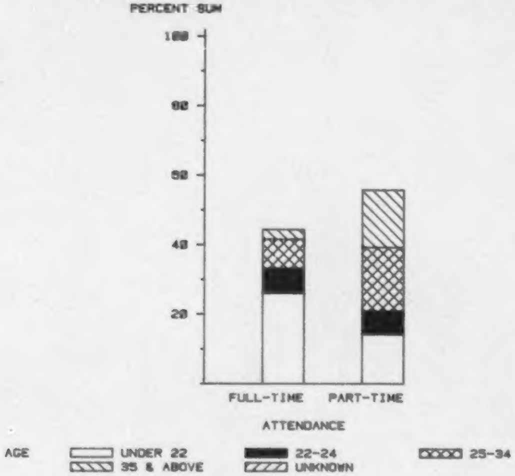
Approved Degree Programs
Academic Year 1981-82



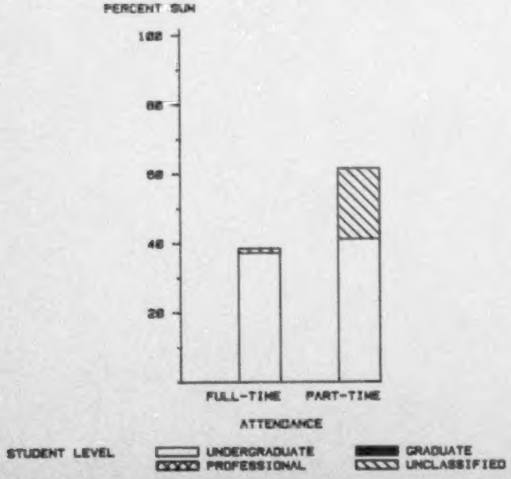
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

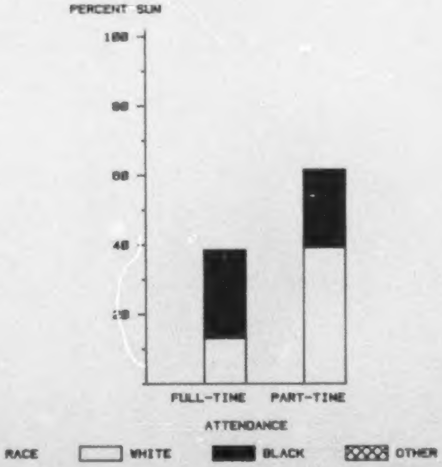
Enrollment by Age
Fall 1979



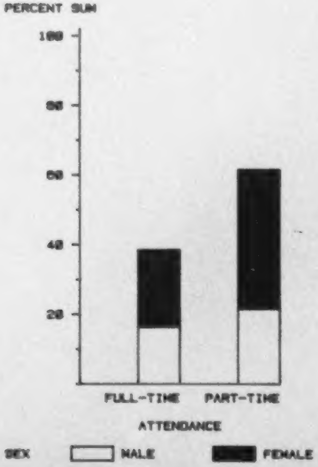
Enrollment by Student Level
Fall 1980



Enrollment by Race
Fall 1980

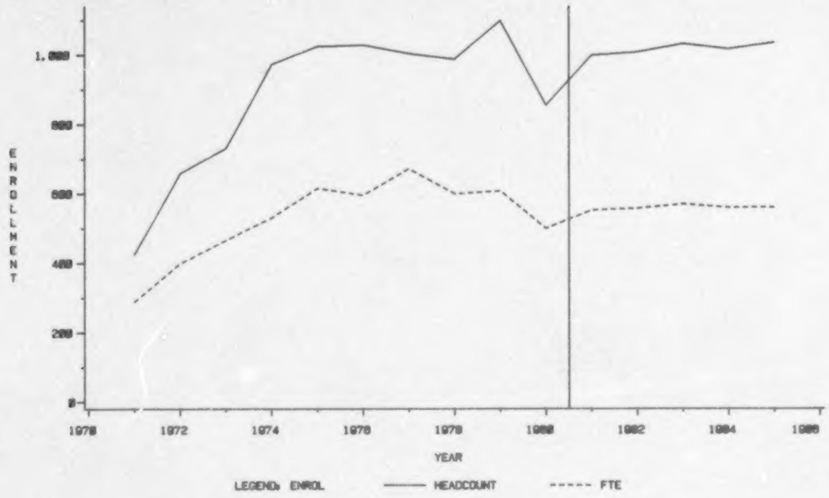


Enrollment by Sex
Fall 1980



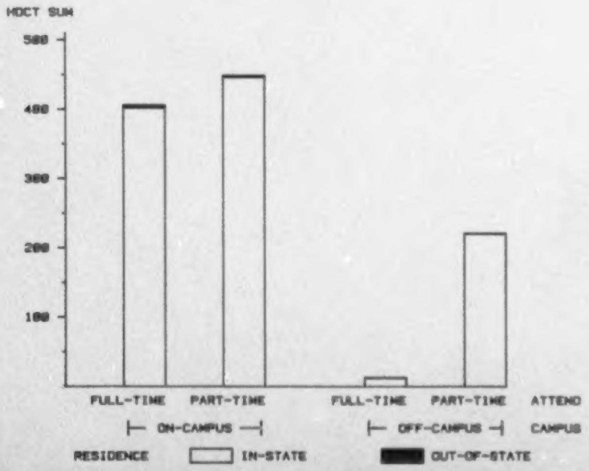
Actual and Projected Enrollment

1970 to 1986



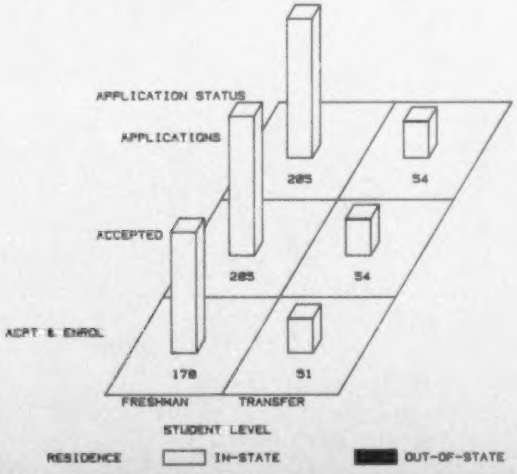
Total Headcount Enrollment

Fall 1980

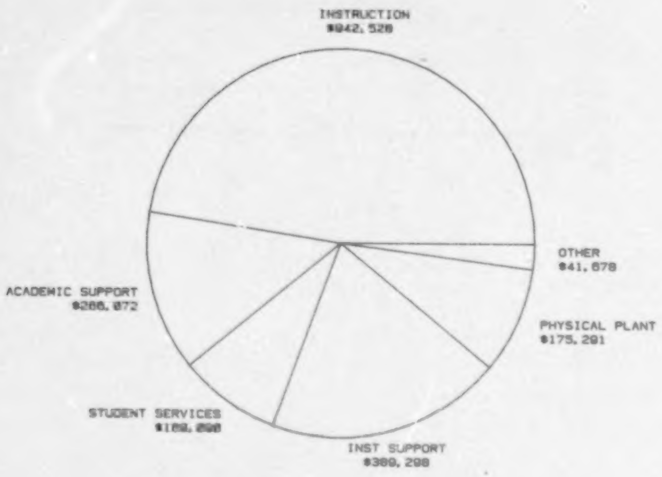


Admission Applications by Level

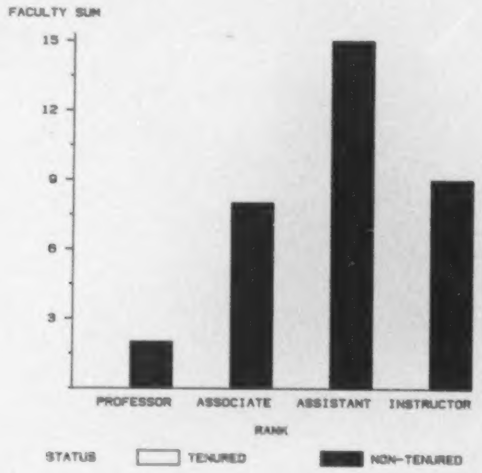
Fall 1980



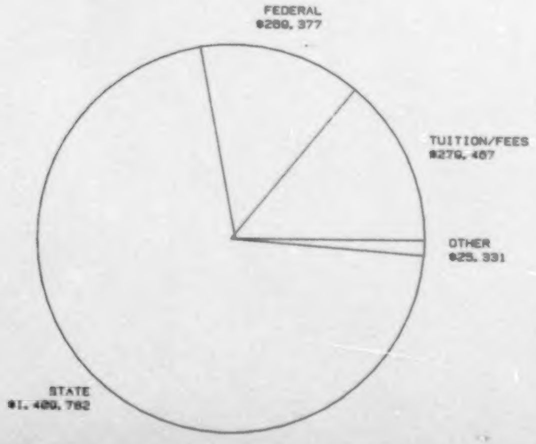
Funds Expenditures
Fiscal Year 1979–80



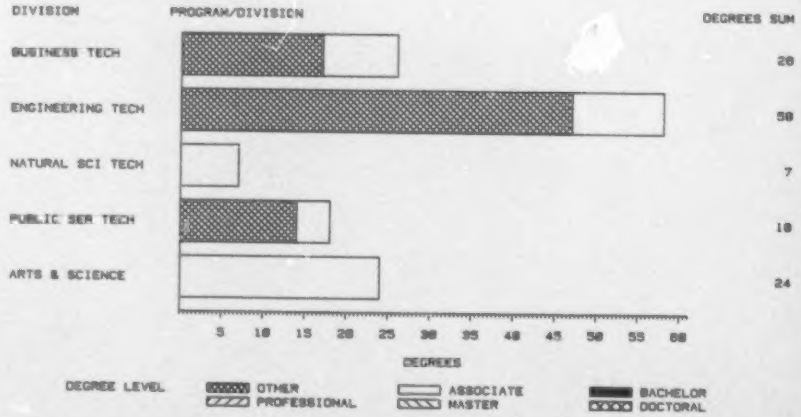
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



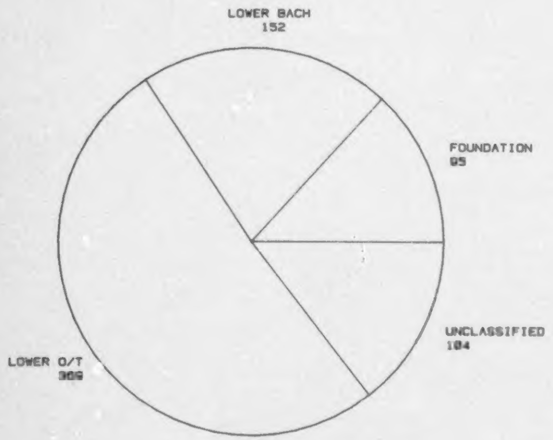
Sources of Funds Revenue
Fiscal Year 1979–80



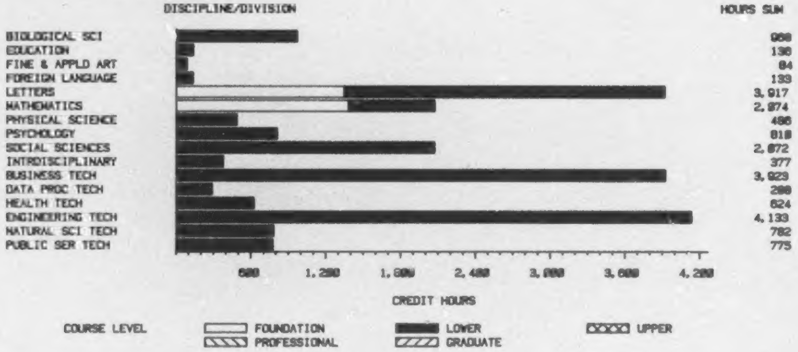
Degrees Conferred
Academic Year 1980–81



Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81

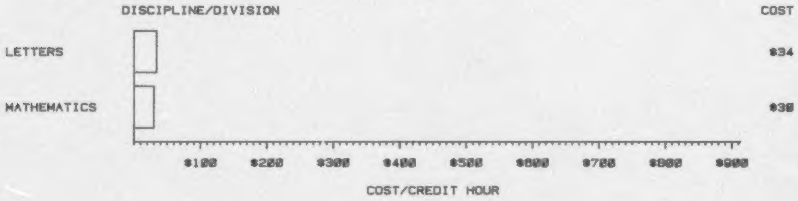


Annual Credit Hours
Academic Year 1980-81



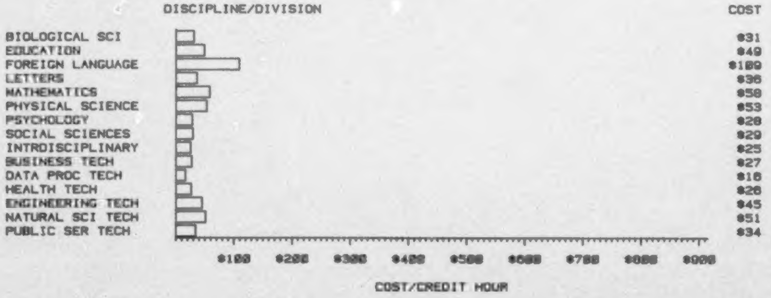
Direct Cost per Credit Hour
Academic Year 1979-80

COURSE LEVEL=FOUNDATION



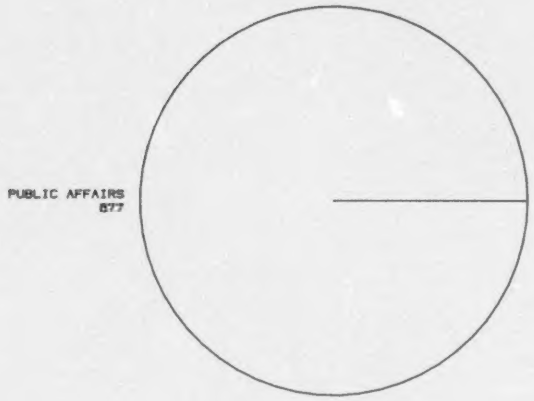
Direct Cost per Credit Hour
Academic Year 1979-80

COURSE LEVEL=LOWER



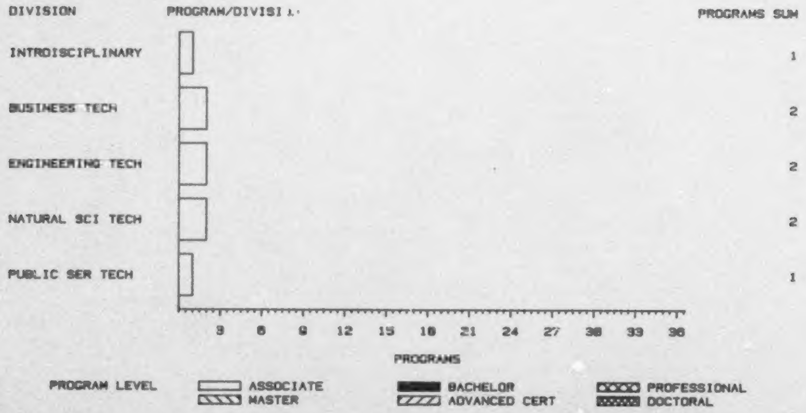
Non-Credit Registrants

Academic Year 1979–80



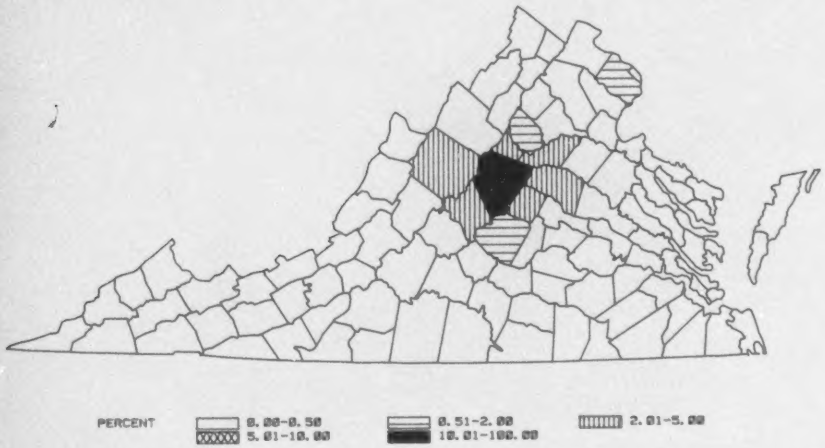
Approved Degree Programs

Academic Year 1981–82



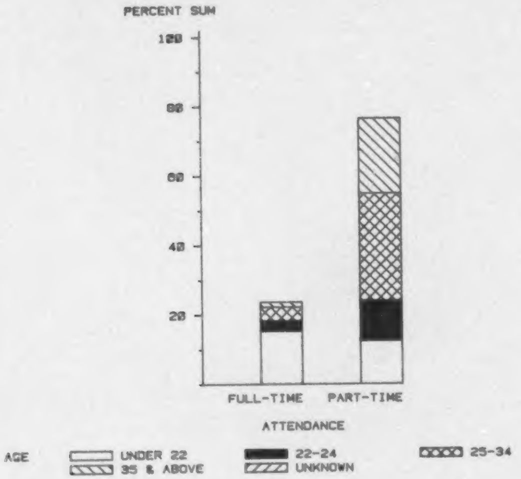
Percent of Headcount Enrollment by County

Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

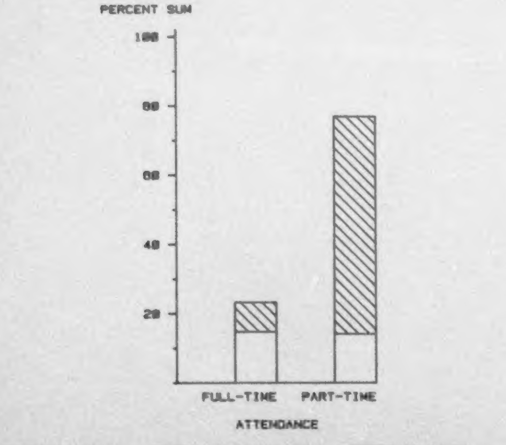
Enrollment by Age

Fall 1979



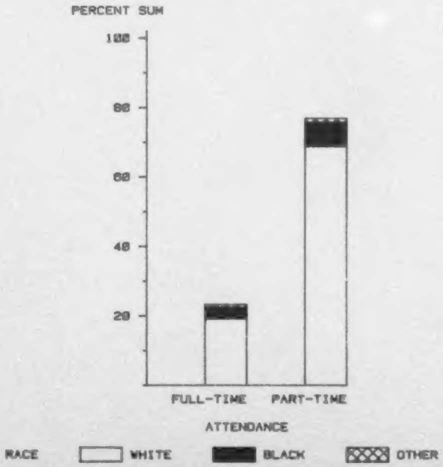
Enrollment by Student Level

Fall 1980



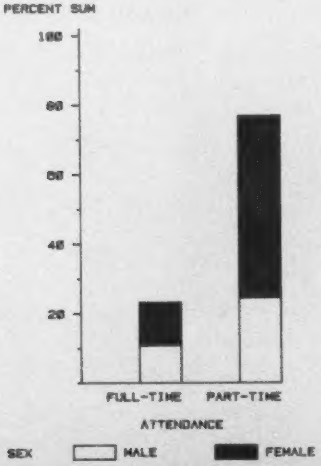
Enrollment by Race

Fall 1980



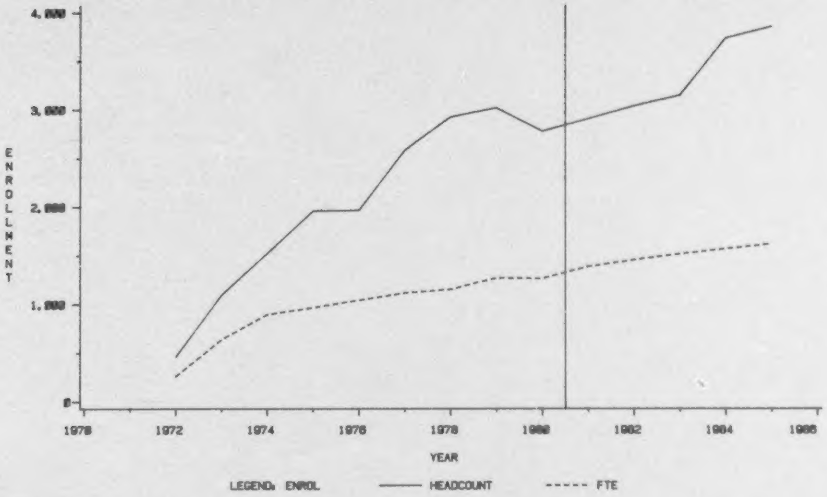
Enrollment by Sex

Fall 1980



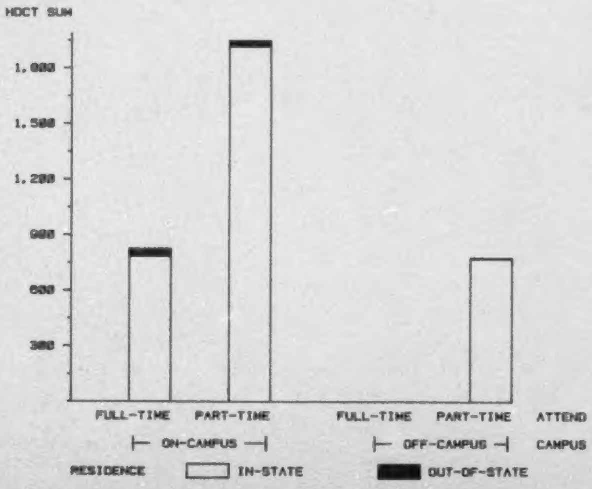
Actual and Projected Enrollment

1970 to 1986



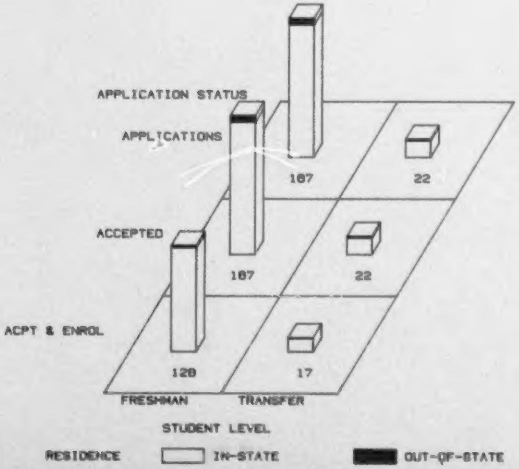
Total Headcount Enrollment

Fall 1980

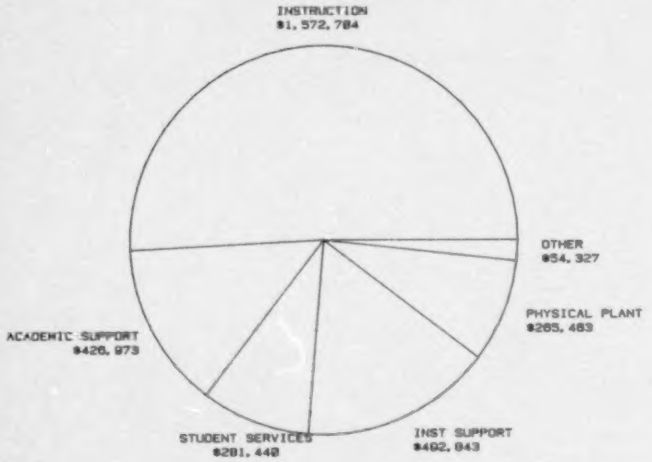


Admission Applications by Level

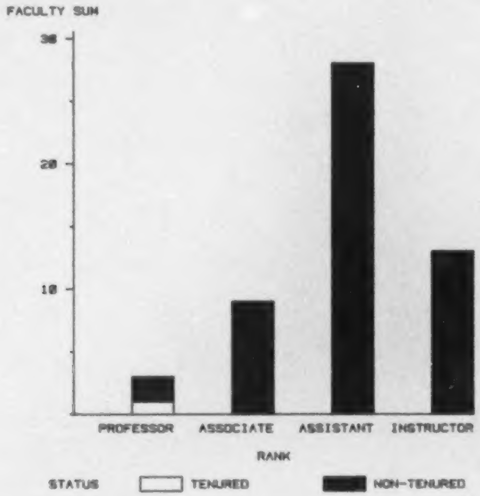
Fall 1980



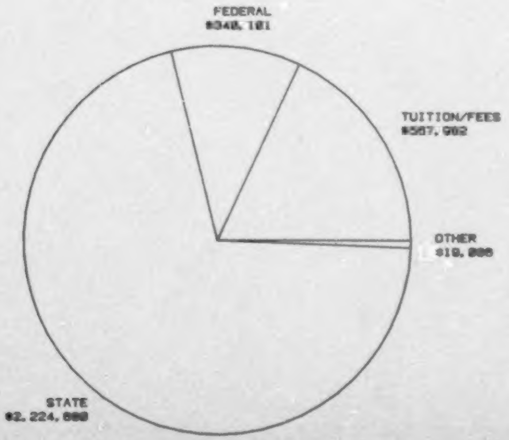
Funds Expenditures
Fiscal Year 1979–80



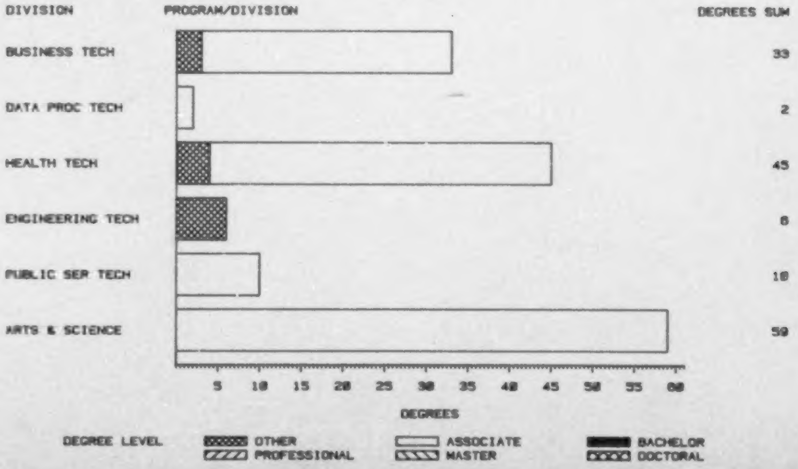
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



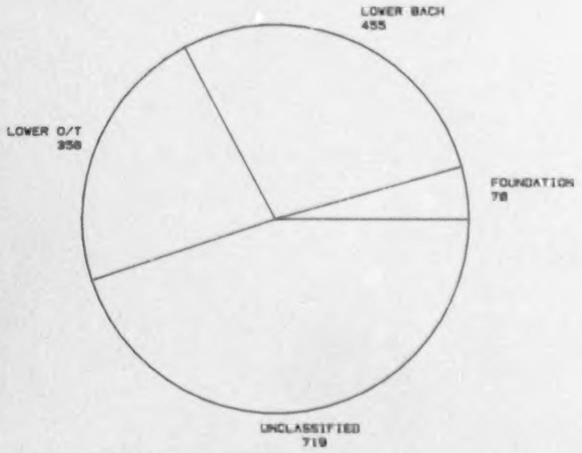
Sources of Funds Revenue
Fiscal Year 1979–80



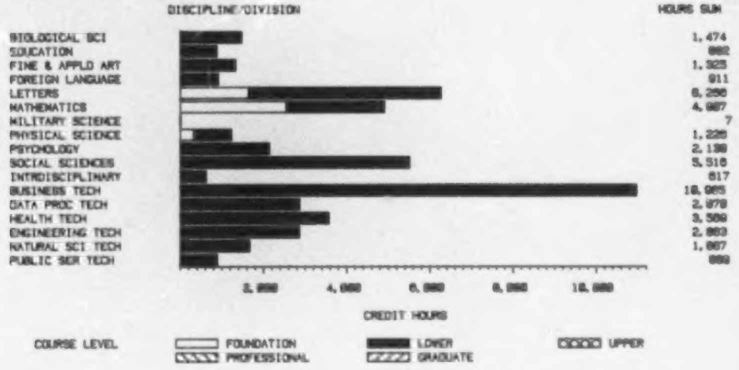
Degrees Conferred
Academic Year 1980–81



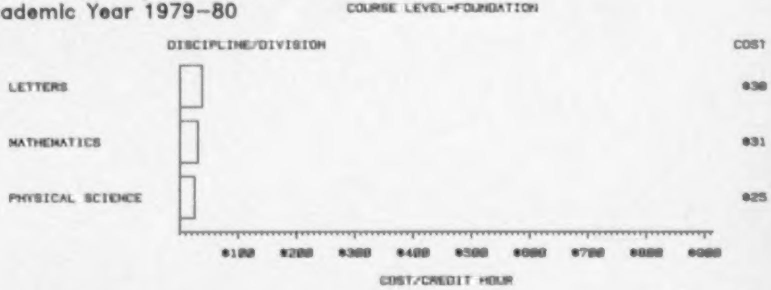
Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81



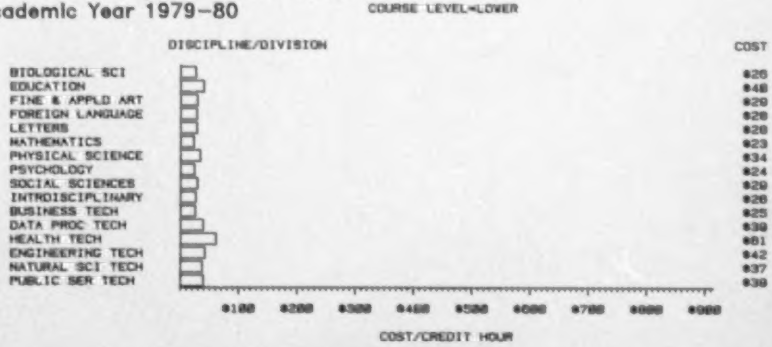
Annual Credit Hours
Academic Year 1980-81



Direct Cost per Credit Hour
Academic Year 1979-80

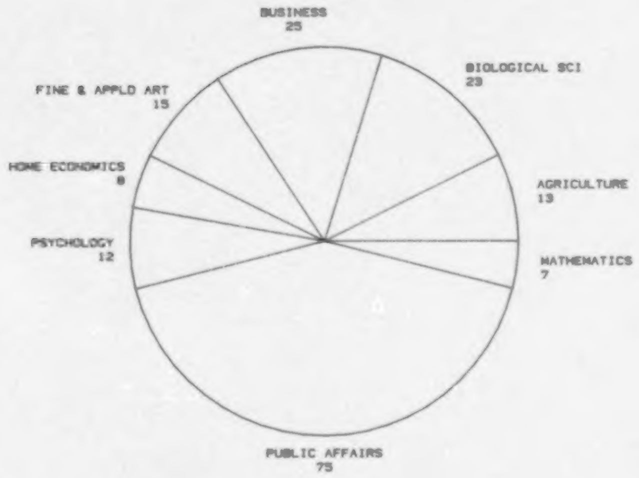


Direct Cost per Credit Hour
Academic Year 1979-80



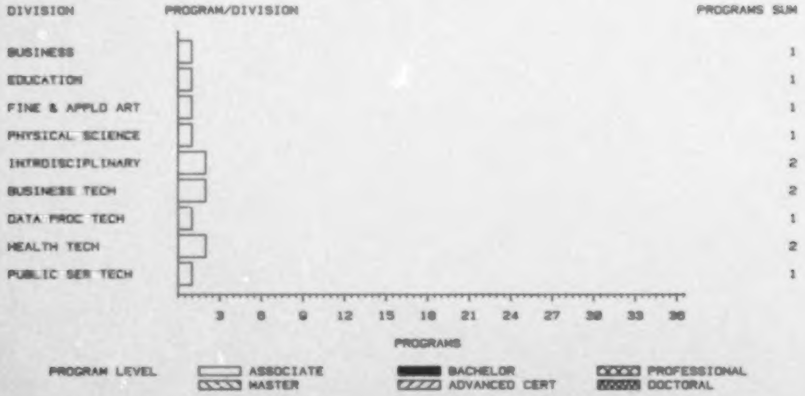
Non-Credit Registrants

Academic Year 1979-80



Approved Degree Programs

Academic Year 1981-82

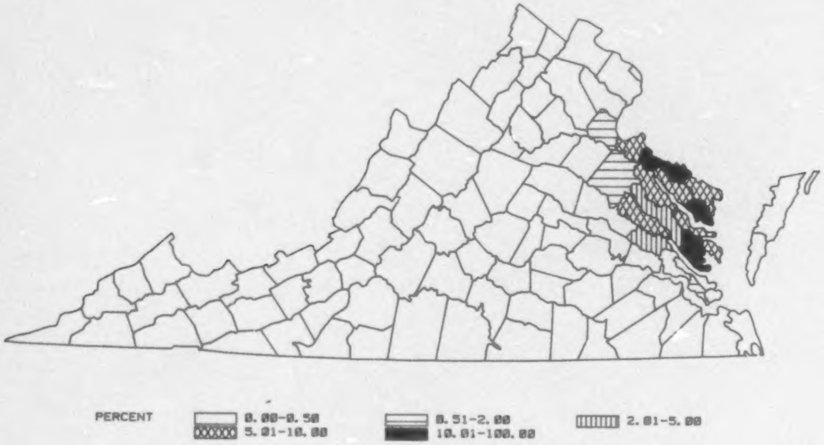


Programs Approved for Initiation

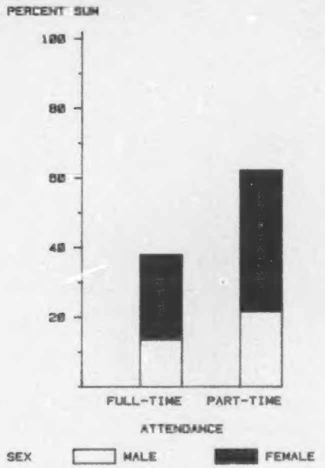
1982-84

AAS. IN RADIOLOGY
AAS. IN ELECTRICAL/ELECTRONICS TECHNOLOGY

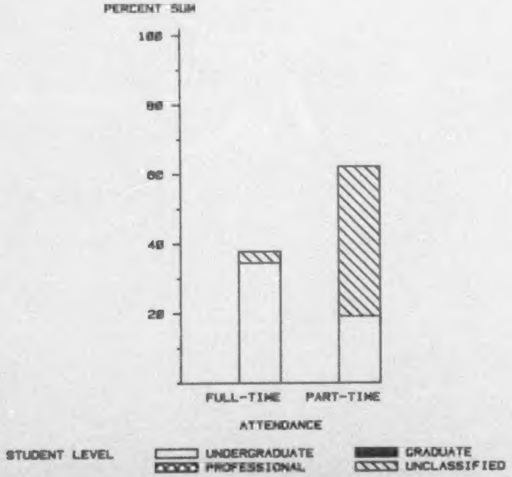
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
2.01-5.00

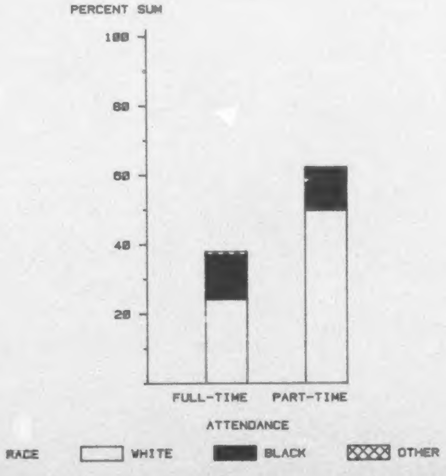
Enrollment by Sex
Fall 1980



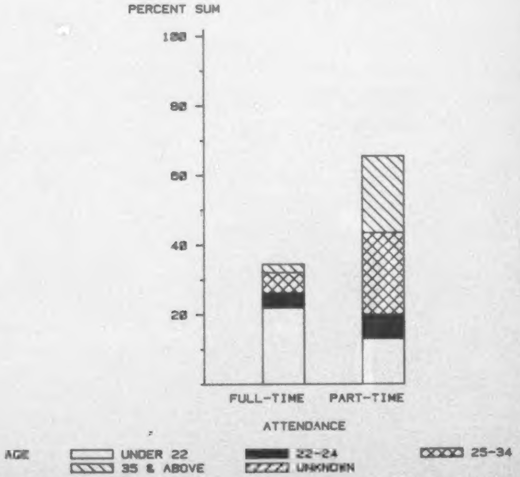
Enrollment by Student Level
Fall 1980



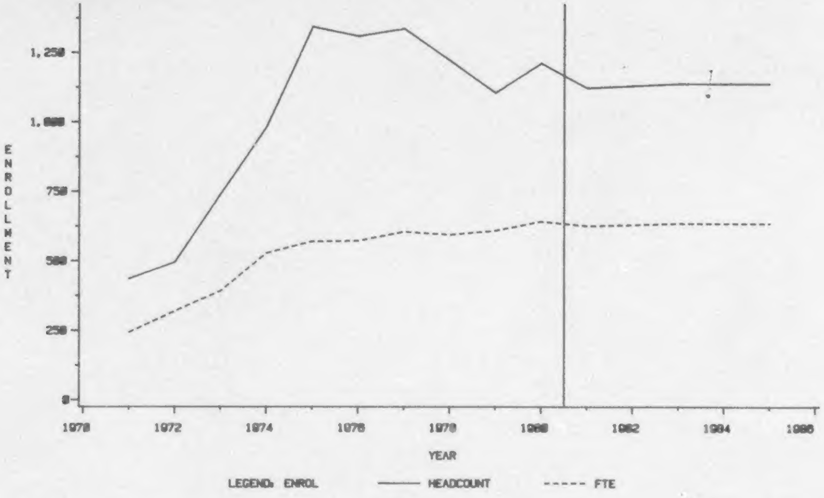
Enrollment by Race
Fall 1980



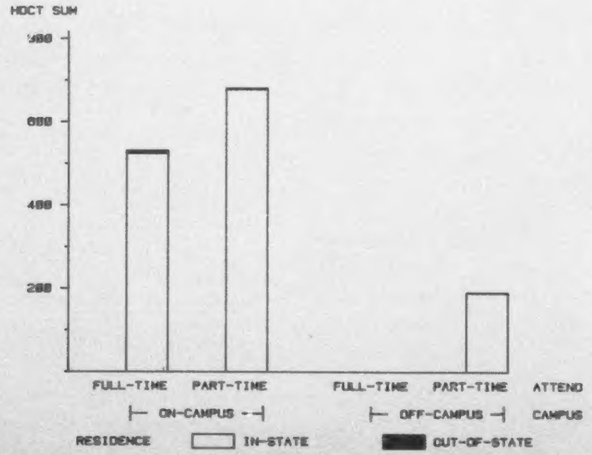
Enrollment by Age
Fall 1979



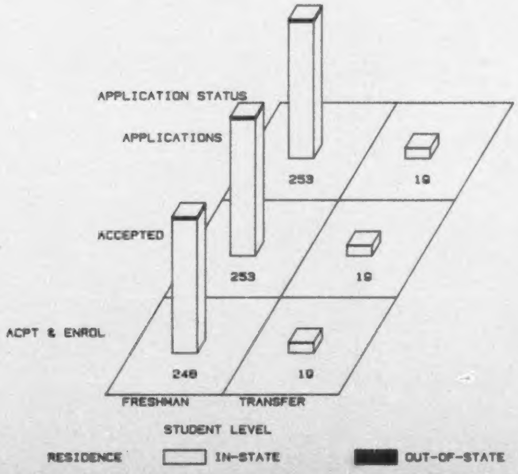
Actual and Projected Enrollment
1970 to 1986



Total Headcount Enrollment
Fall 1980

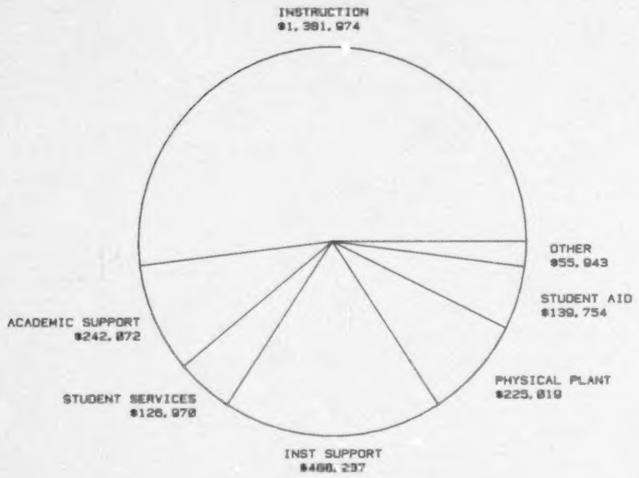


Admission Applications by Level
Fall 1980



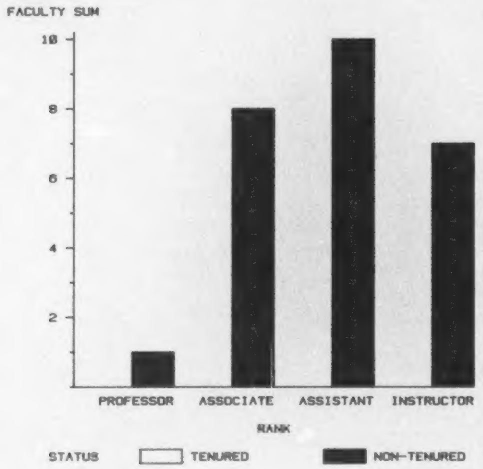
Funds Expenditures

Fiscal Year 1979–80



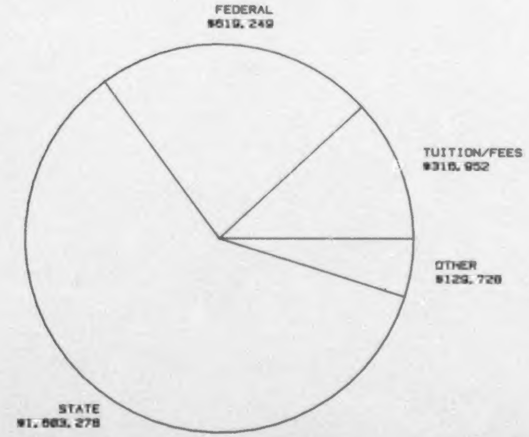
Tenure of Full–Time Instructional Faculty

Academic Year 1980–81



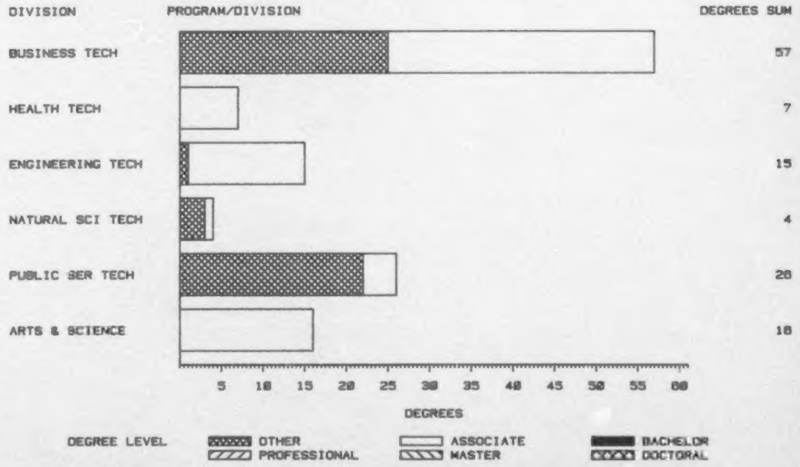
Sources of Funds Revenue

Fiscal Year 1979–80



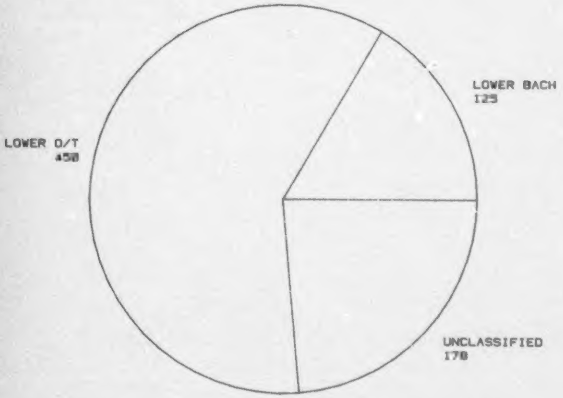
Degrees Conferred

Academic Year 1980–81



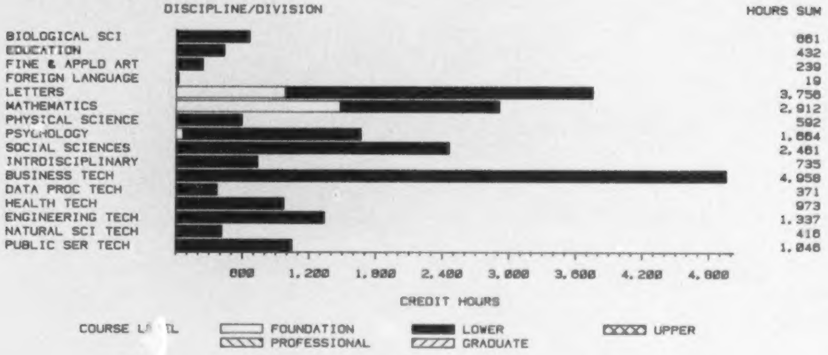
Annual Full-Time-Equivalent Enrollment

Academic Year 1980-81



Annual Credit Hours

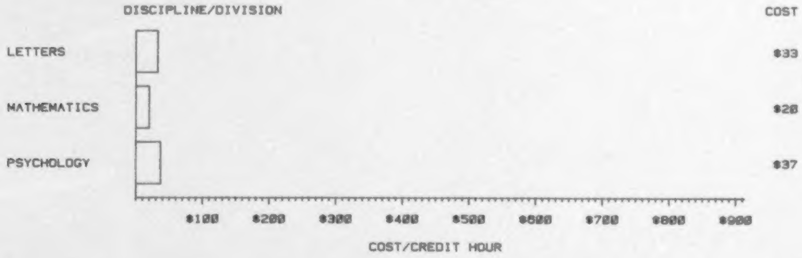
Academic Year 1980-81



Direct Cost per Credit Hour

Academic Year 1979-80

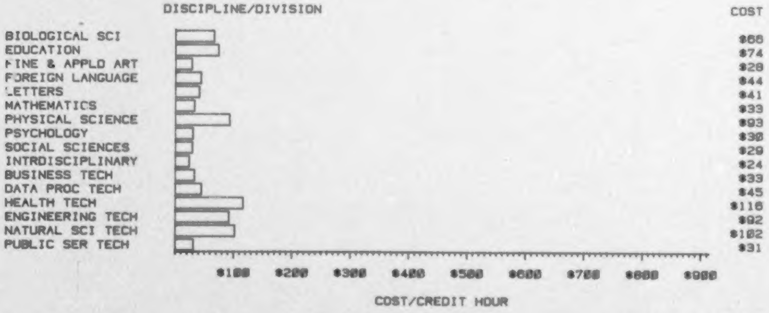
COURSE LEVEL=FOUNDATION



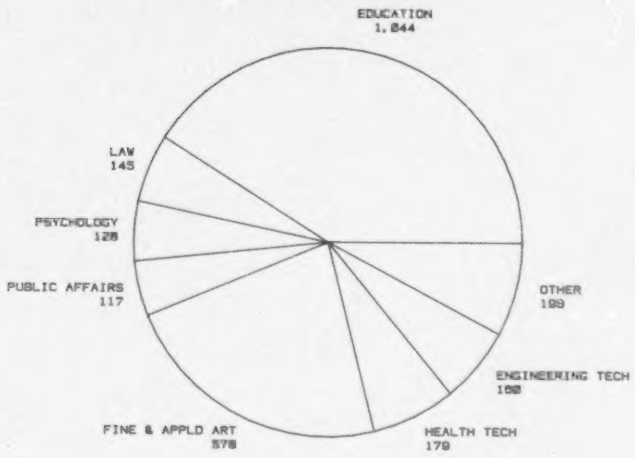
Direct Cost per Credit Hour

Academic Year 1979-80

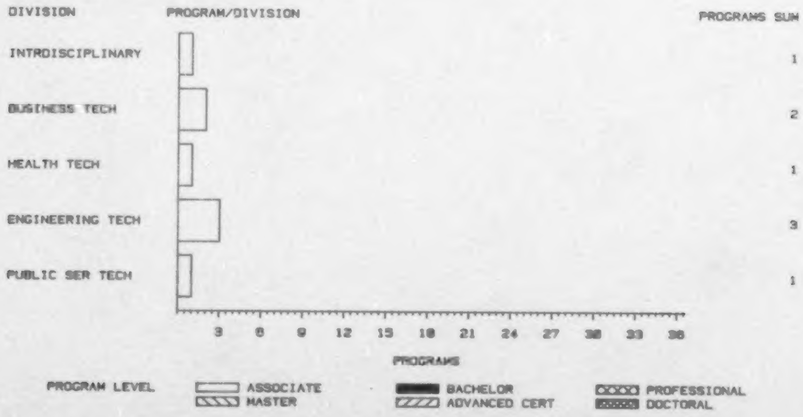
COURSE LEVEL=LOWER



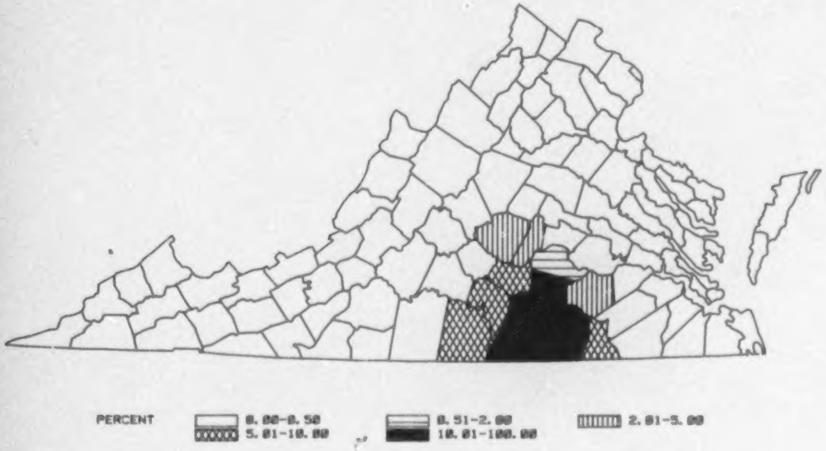
Non–Credit Registrants
Academic Year 1979–80



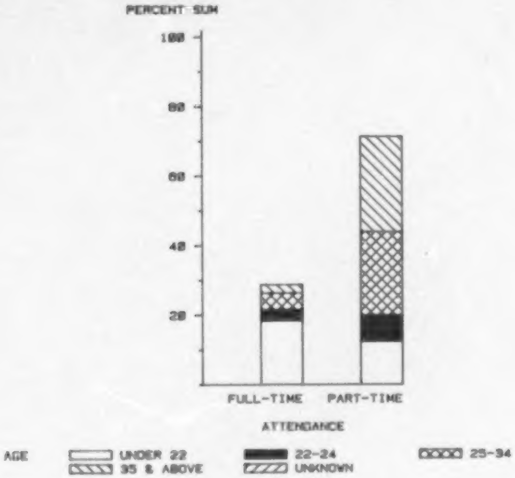
Approved Degree Programs
Academic Year 1981–82



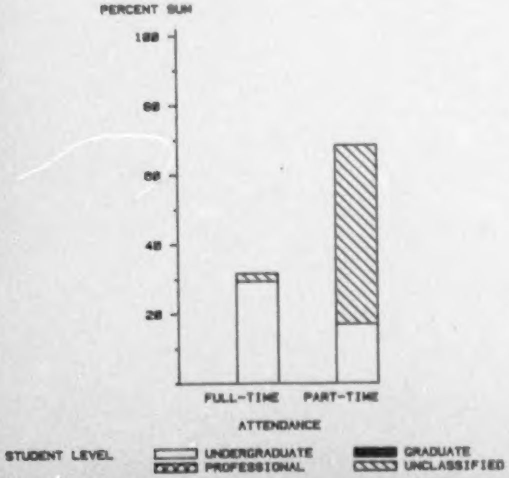
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
2.01-5.00

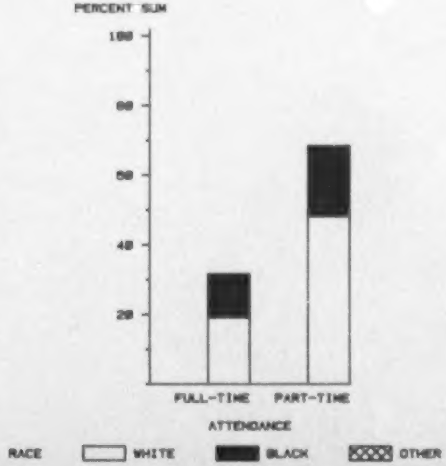
Enrollment by Age
Fall 1979



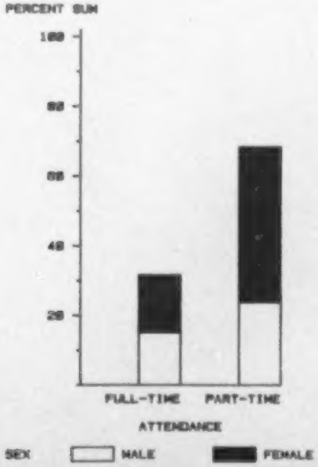
Enrollment by Student Level
Fall 1980



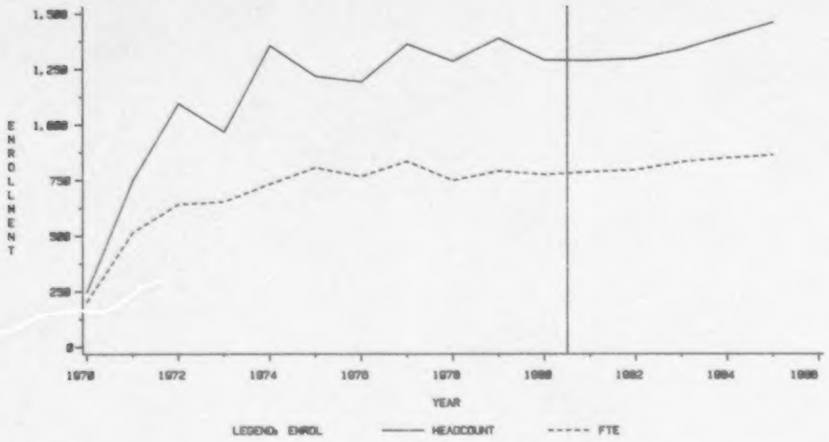
Enrollment by Race
Fall 1980



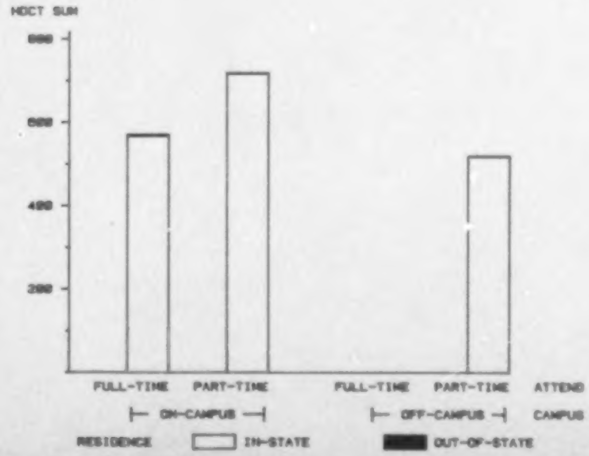
Enrollment by Sex
Fall 1980



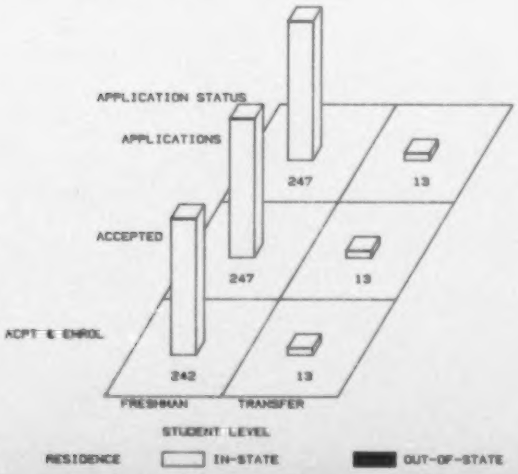
Actual and Projected Enrollment
1970 to 1986



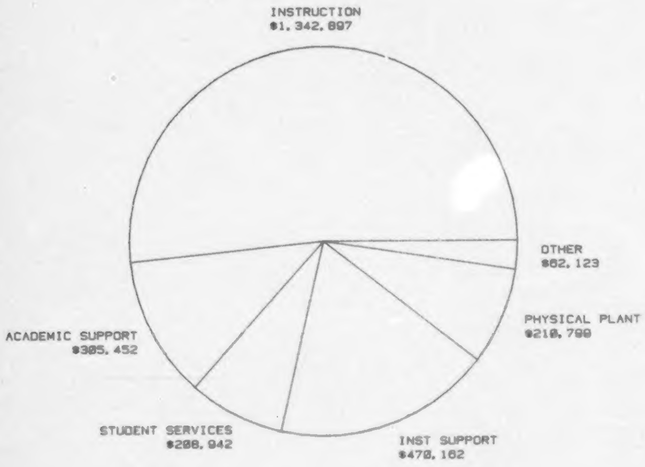
Total Headcount Enrollment
Fall 1980



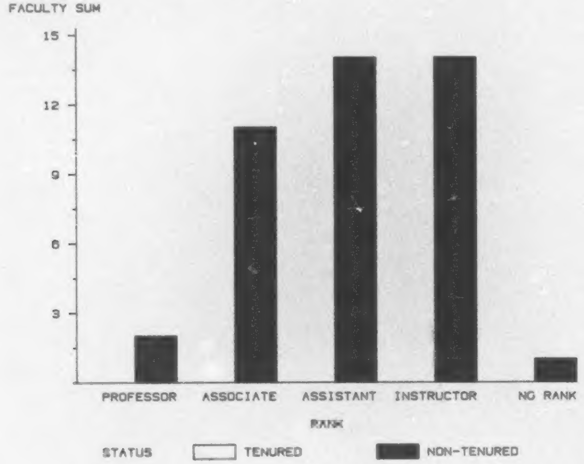
Admission Applications by Level
Fall 1980



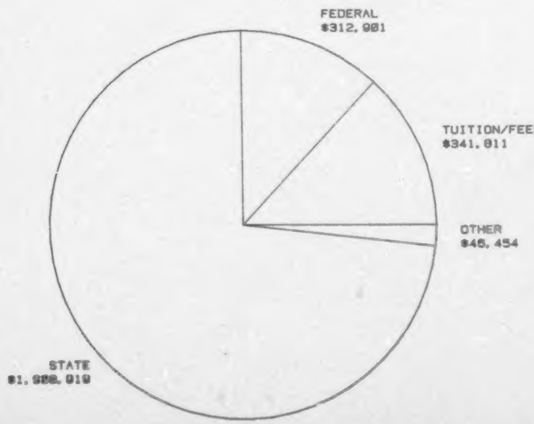
Funds Expenditures
Fiscal Year 1979-80



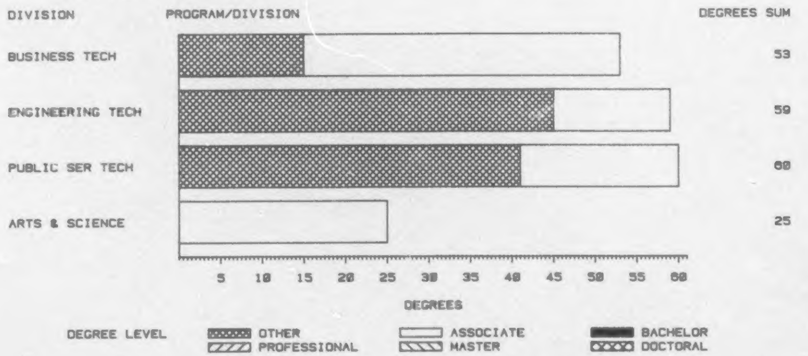
Tenure of Full-Time Instructional Faculty
Academic Year 1980-81



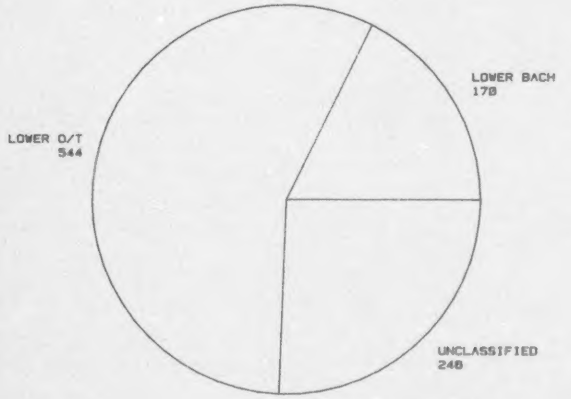
Sources of Funds Revenue
Fiscal Year 1979-80



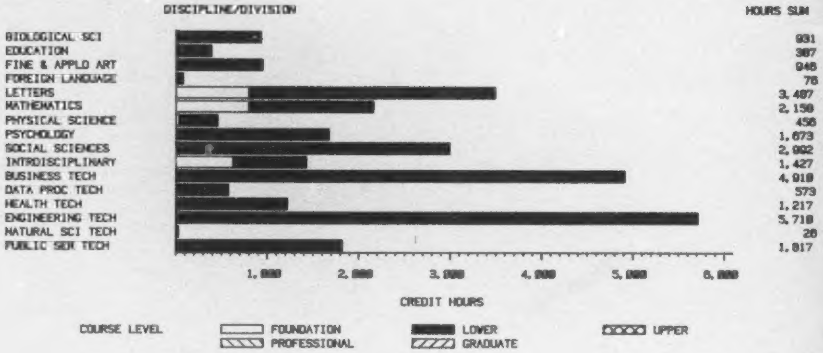
Degrees Conferred
Academic Year 1980-81



Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81

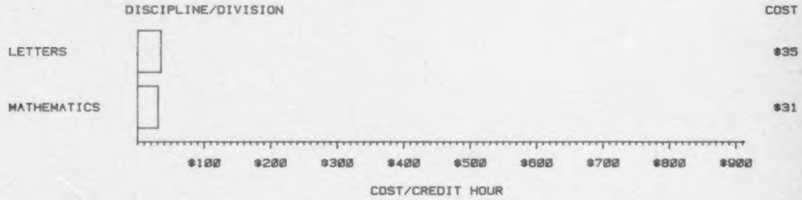


Annual Credit Hours
Academic Year 1980-81



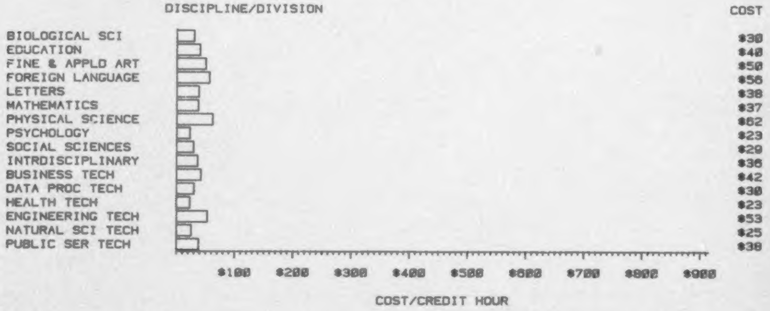
Direct Cost per Credit Hour
Academic Year 1979-80

COURSE LEVEL=FOUNDATION

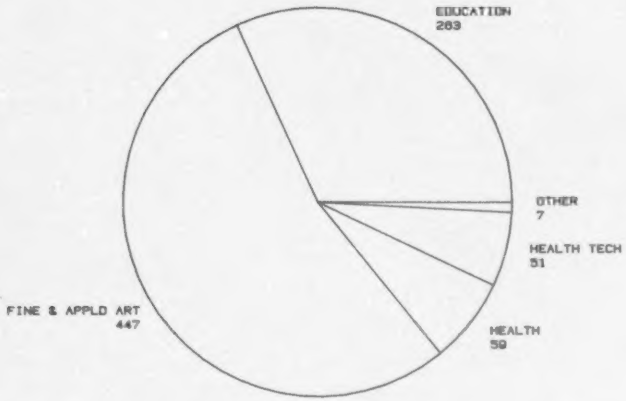


Direct Cost per Credit Hour
Academic Year 1979-80

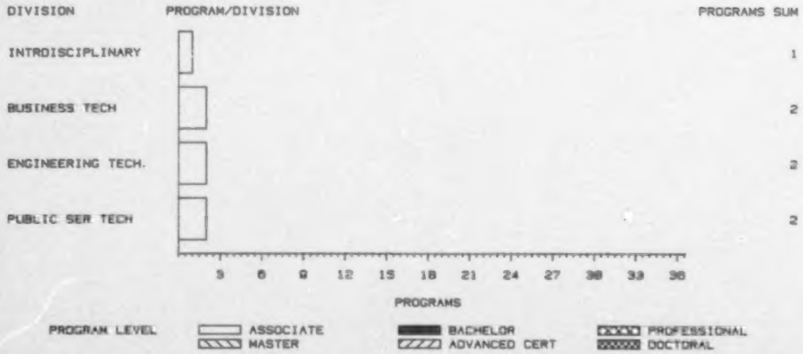
COURSE LEVEL=LOWER



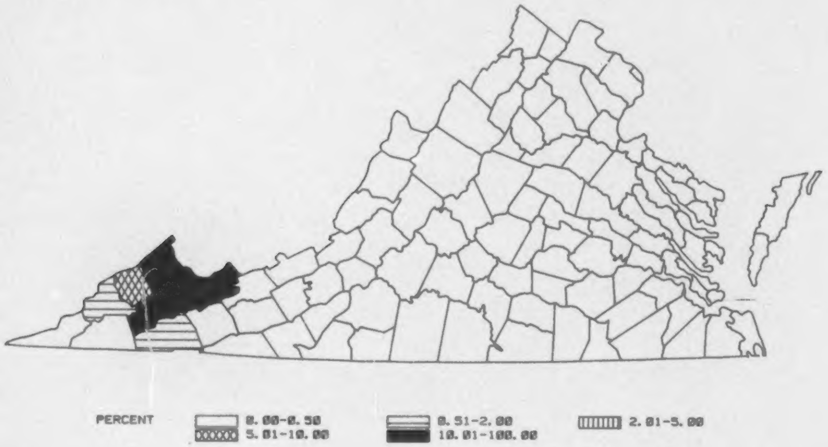
Non-Credit Registrants
Academic Year 1979-80



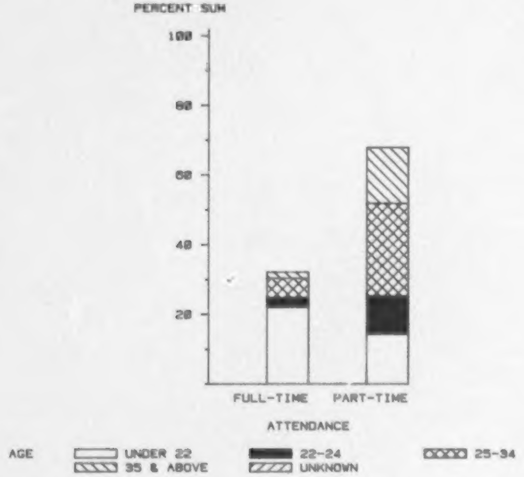
Approved Degree Programs
Academic Year 1981-82



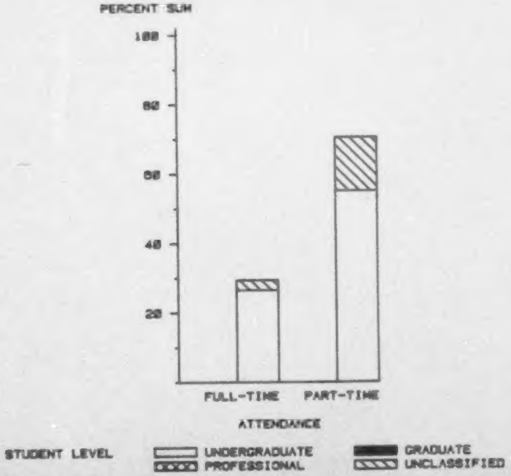
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

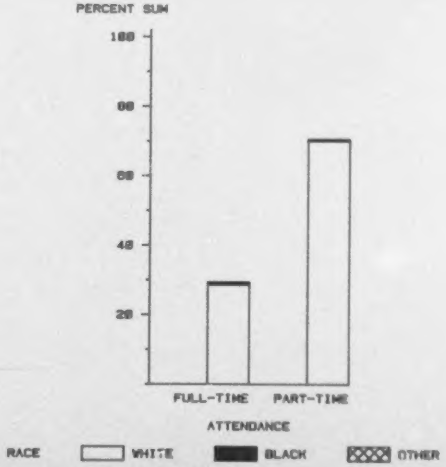
Enrollment by Age
Fall 1979



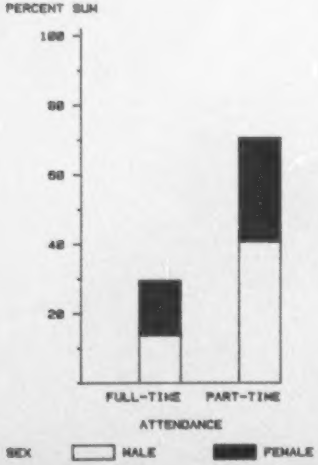
Enrollment by Student Level
Fall 1980



Enrollment by Race
Fall 1980

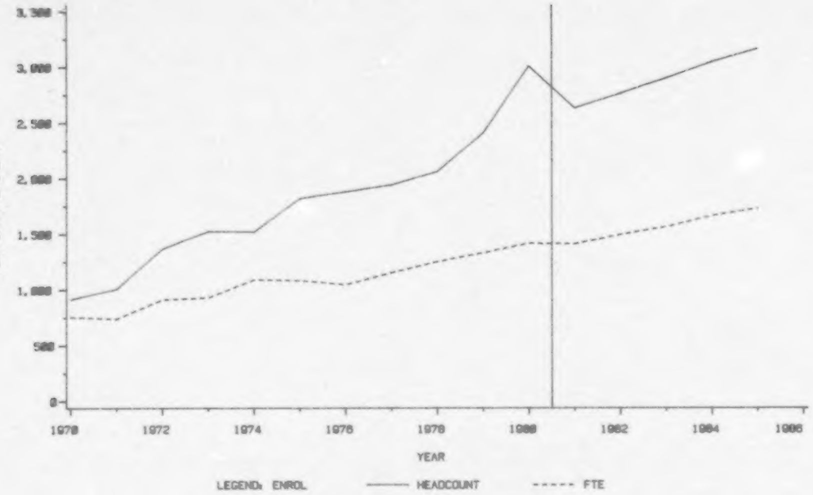


Enrollment by Sex
Fall 1980



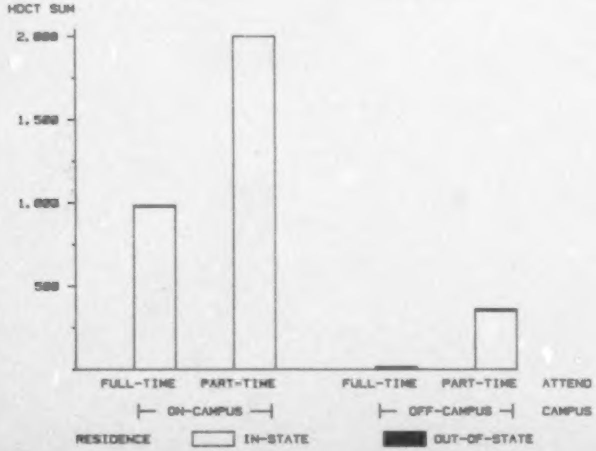
Actual and Projected Enrollment

1970 to 1986



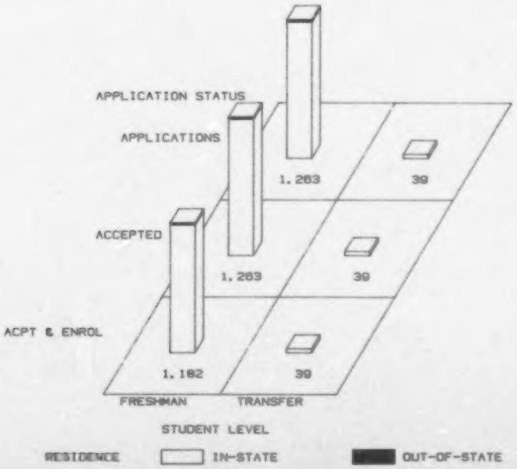
Total Headcount Enrollment

Fall 1980

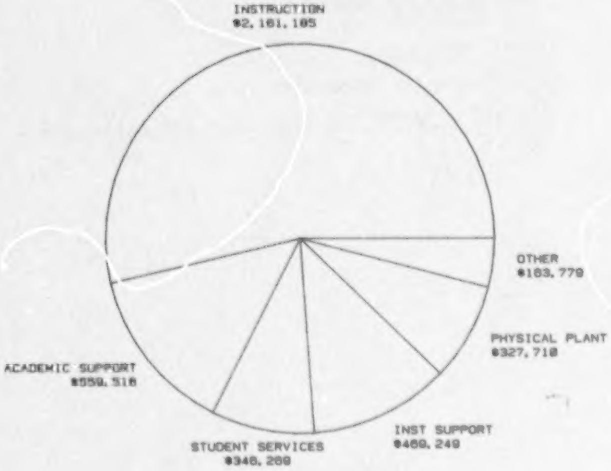


Admission Applications by Level

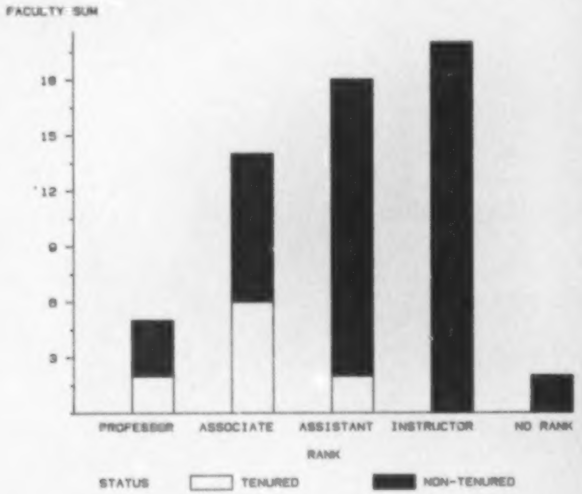
Fall 1980



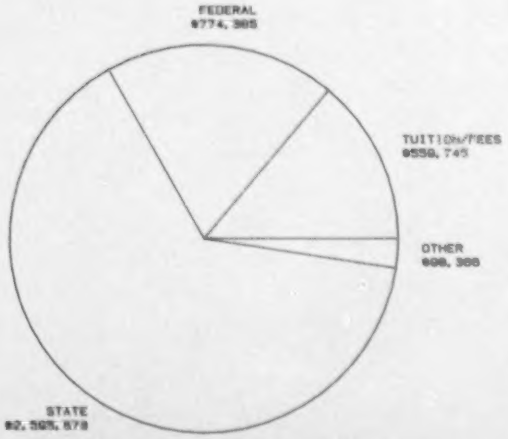
Funds Expenditures
Fiscal Year 1979-80



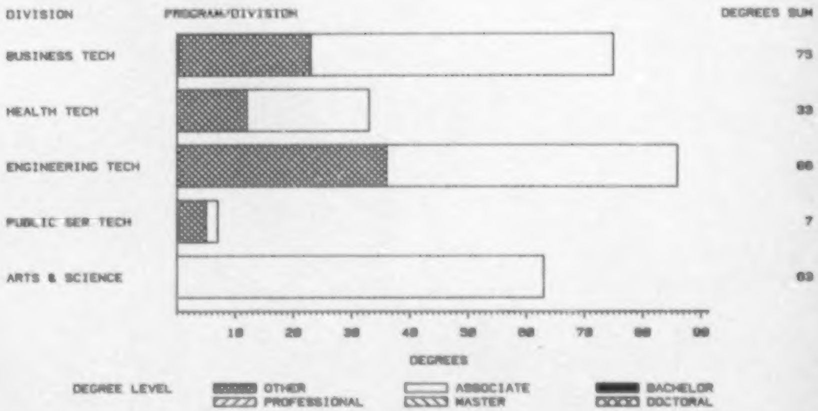
Tenure of Full-Time Instructional Faculty
Academic Year 1980-81



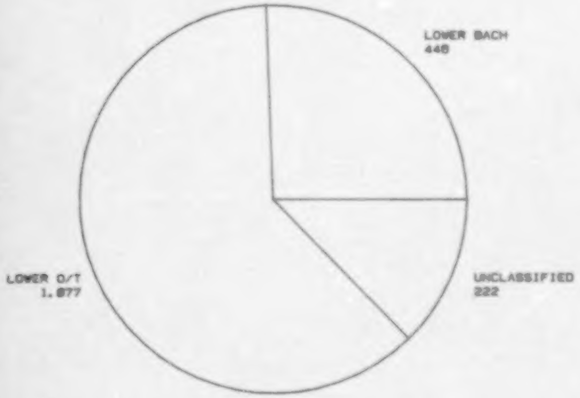
Sources of Funds Revenue
Fiscal Year 1979-80



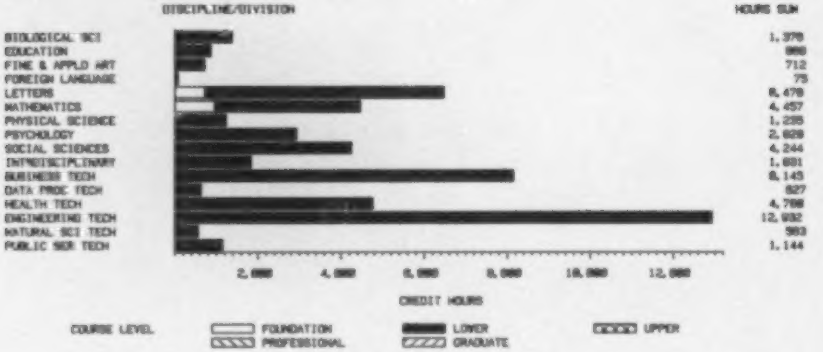
Degrees Conferred
Academic Year 1980-81



Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81

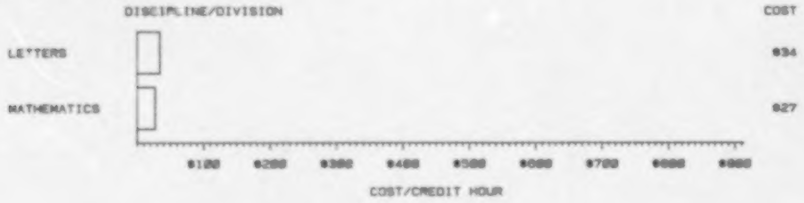


Annual Credit Hours
Academic Year 1980-81



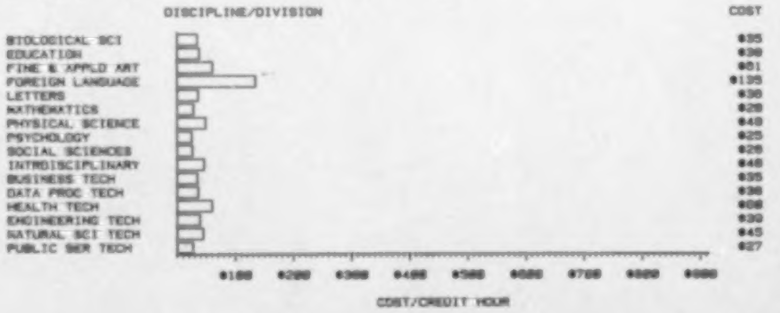
Direct Cost per Credit Hour
Academic Year 1979-80

COURSE LEVEL=FOUNDATION

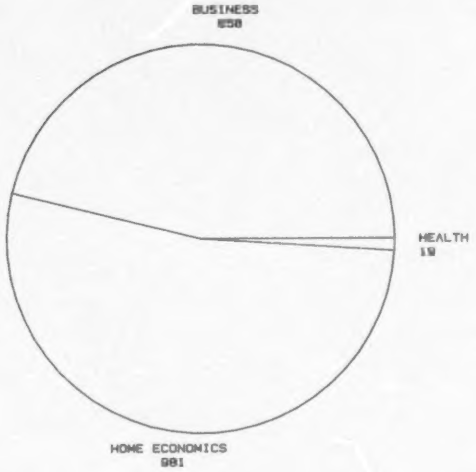


Direct Cost per Credit Hour
Academic Year 1979-80

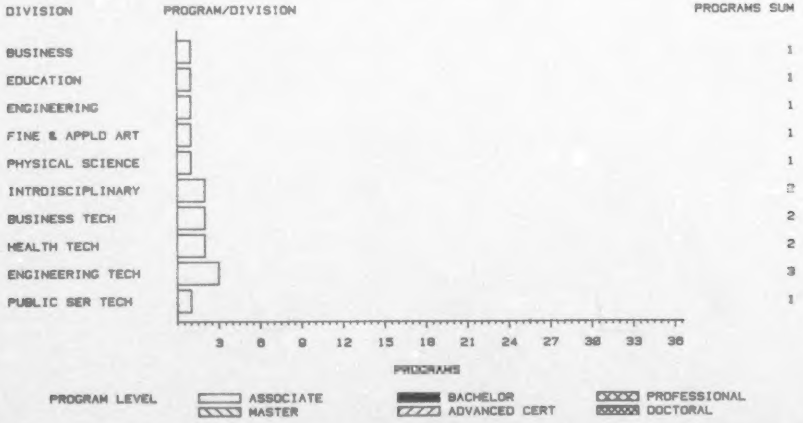
COURSE LEVEL=LOWER



Non-Credit Registrants
Academic Year 1979-80



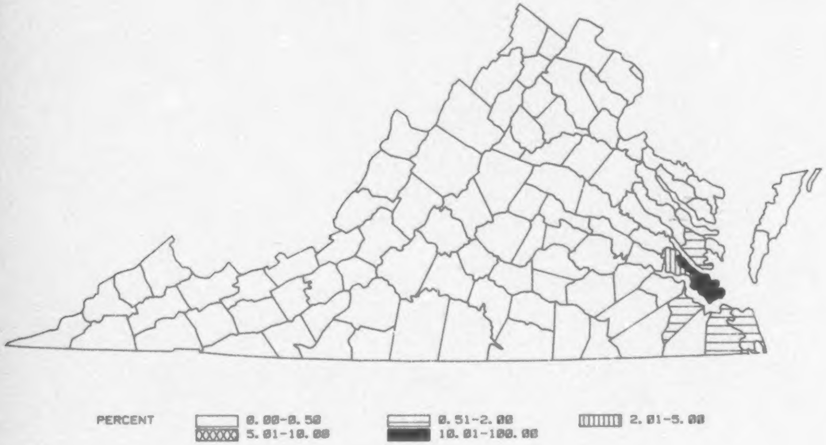
Approved Degree Programs
Academic Year 1981-82



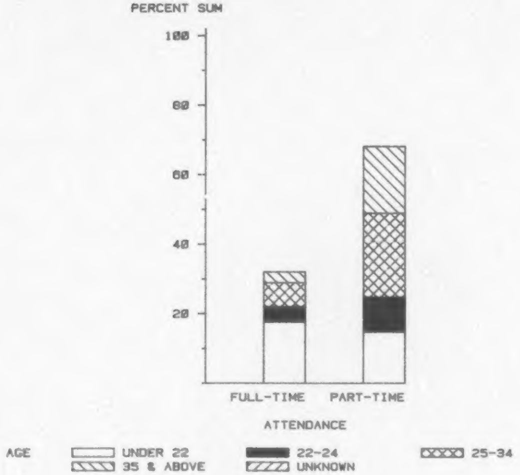
Programs Approved for Initiation
1982-84

AAS. IN DATA PROCESSING

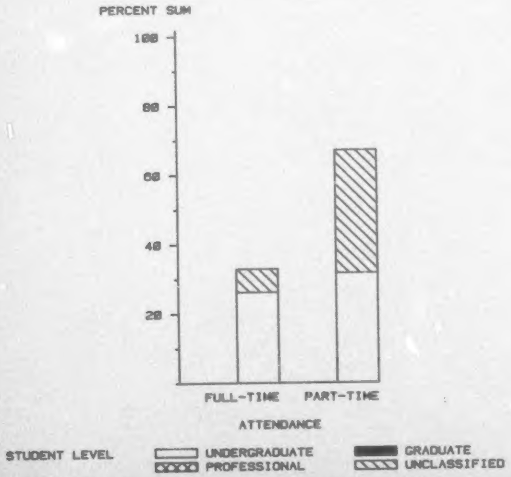
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

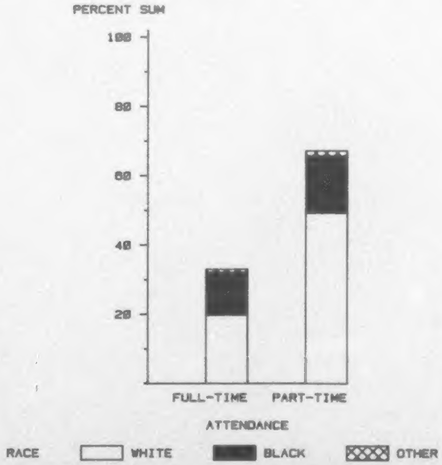
Enrollment by Age
Fall 1979



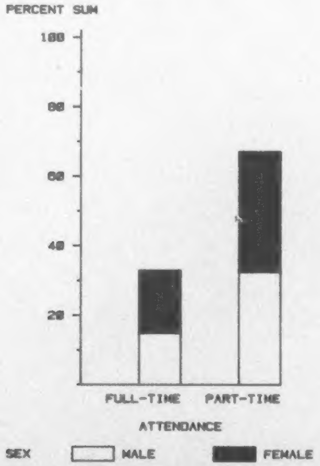
Enrollment by Student Level
Fall 1980



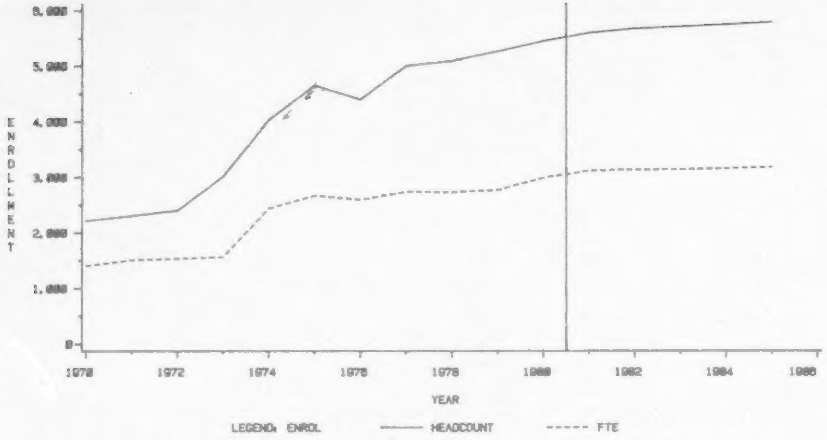
Enrollment by Race
Fall 1980



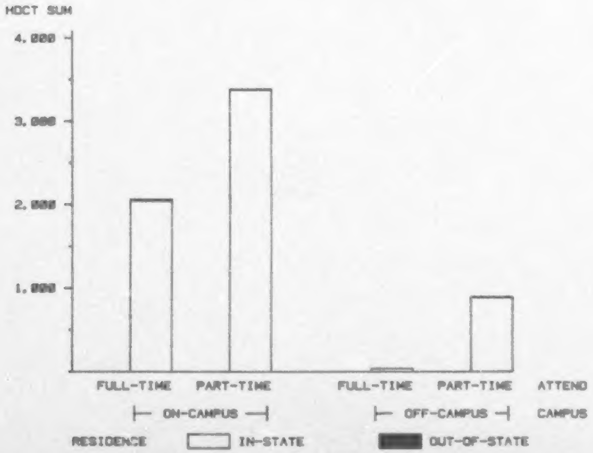
Enrollment by Sex
Fall 1980



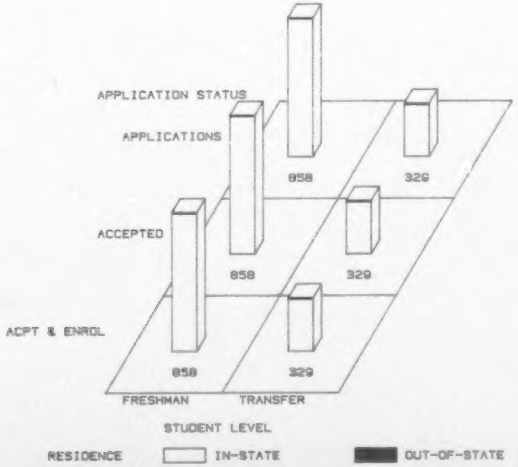
Actual and Projected Enrollment
1970 to 1986



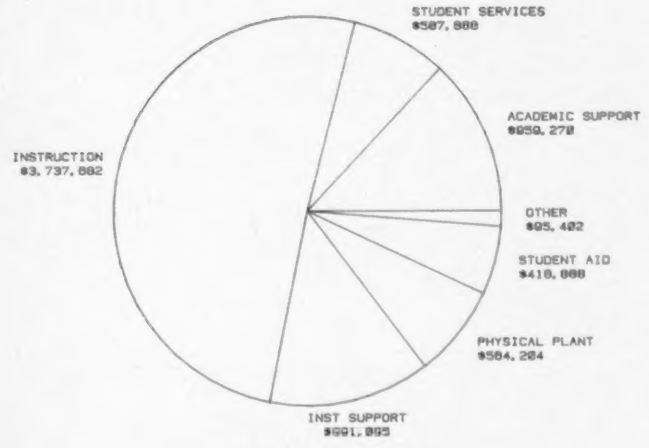
Total Headcount Enrollment
Fall 1980



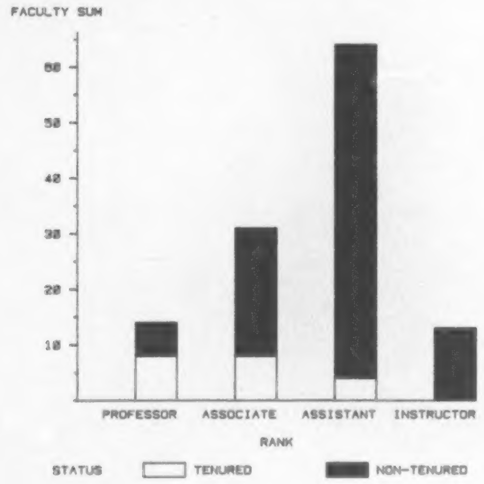
Admission Applications by Level
Fall 1980



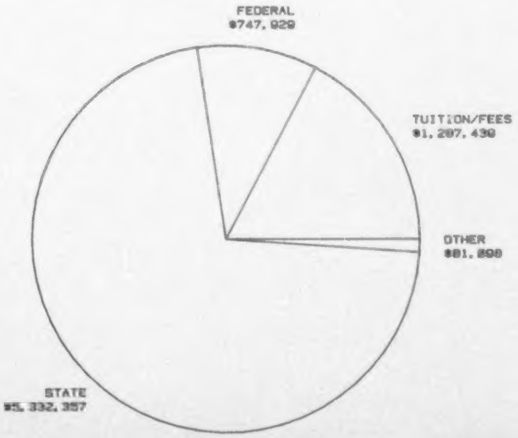
Funds Expenditures
Fiscal Year 1979–80



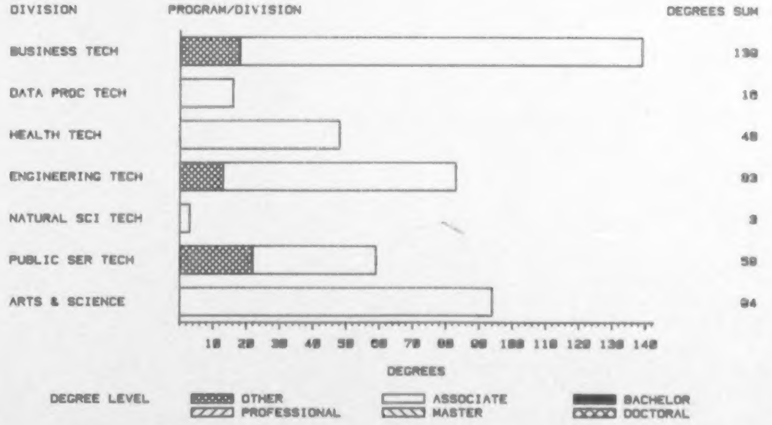
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



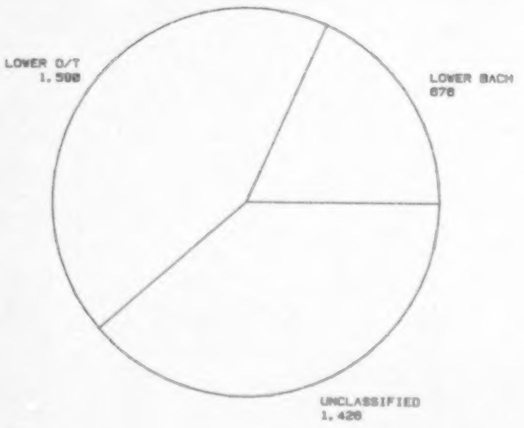
Sources of Funds Revenue
Fiscal Year 1979–80



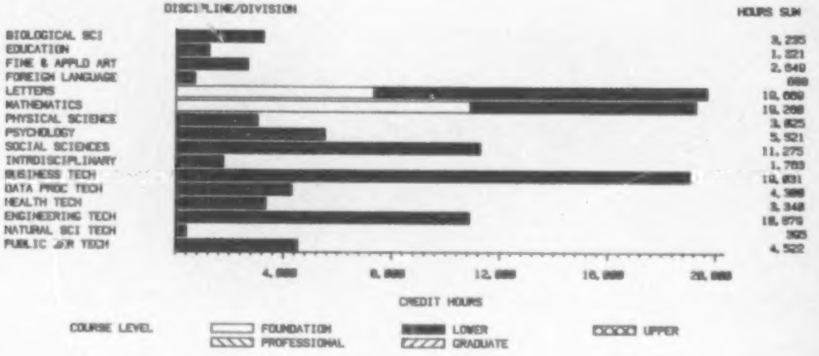
Degrees Conferred
Academic Year 1980–81



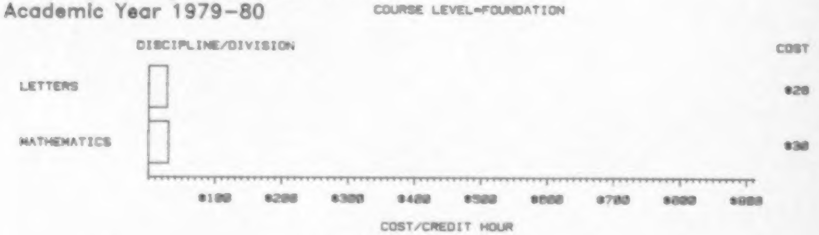
Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81



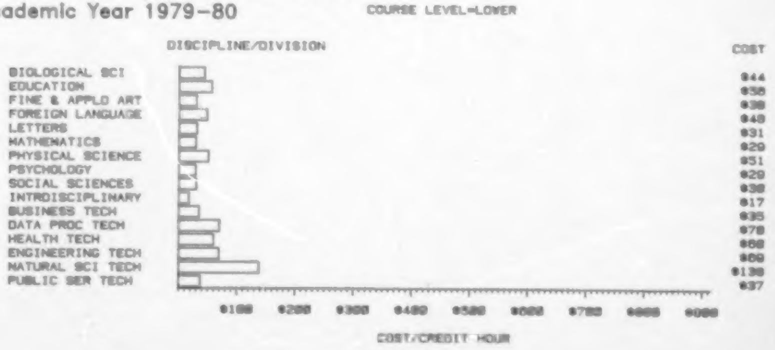
Annual Credit Hours
Academic Year 1980-81



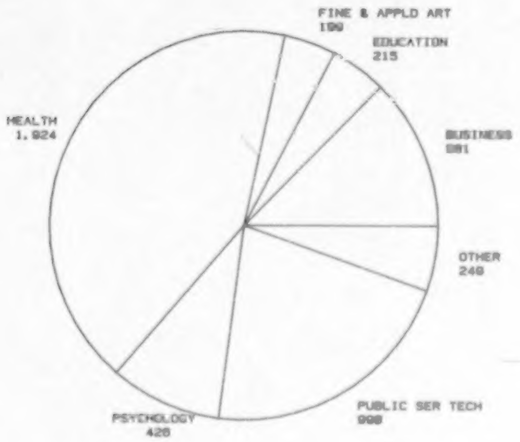
Direct Cost per Credit Hour
Academic Year 1979-80



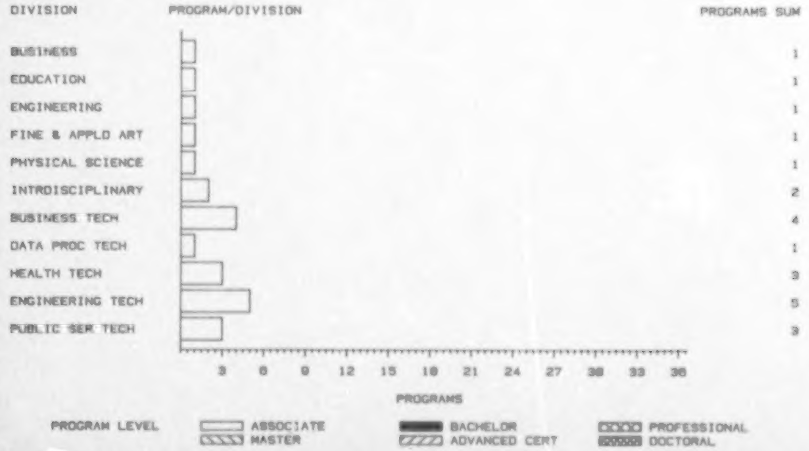
Direct Cost per Credit Hour
Academic Year 1979-80



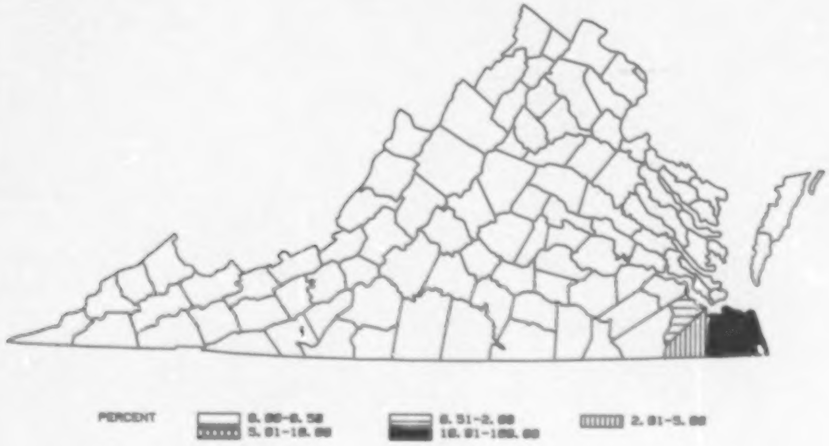
Non-Credit Registrants
Academic Year 1979-80



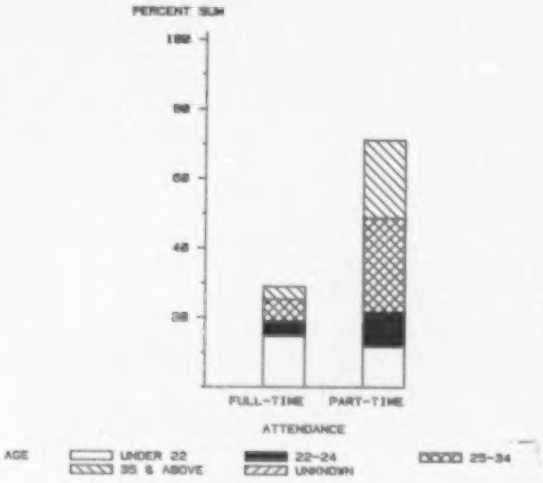
Approved Degree Programs
Academic Year 1981-82



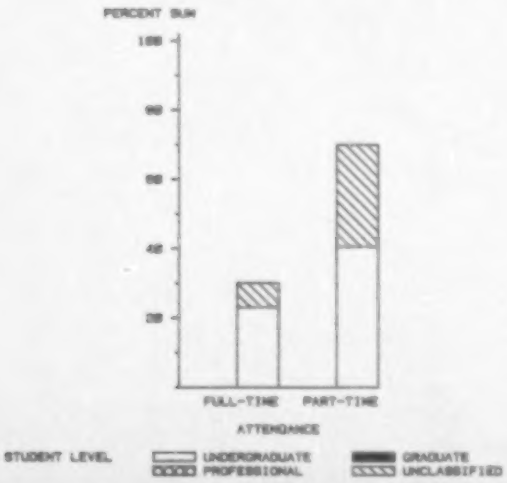
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
2.01-5.00

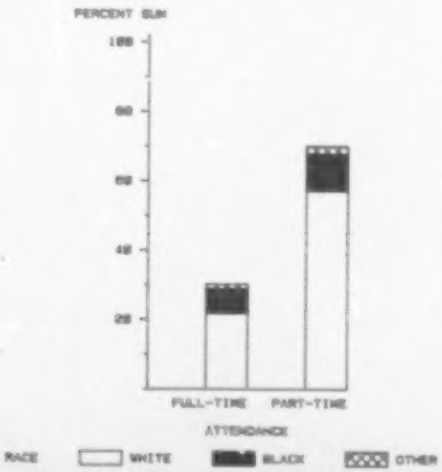
Enrollment by Age
Fall 1979



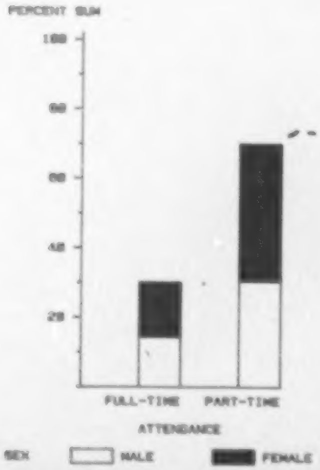
Enrollment by Student Level
Fall 1980



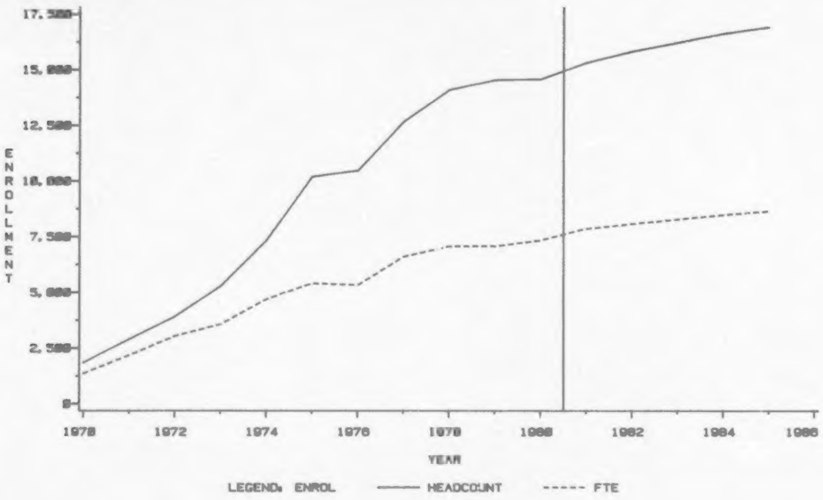
Enrollment by Race
Fall 1980



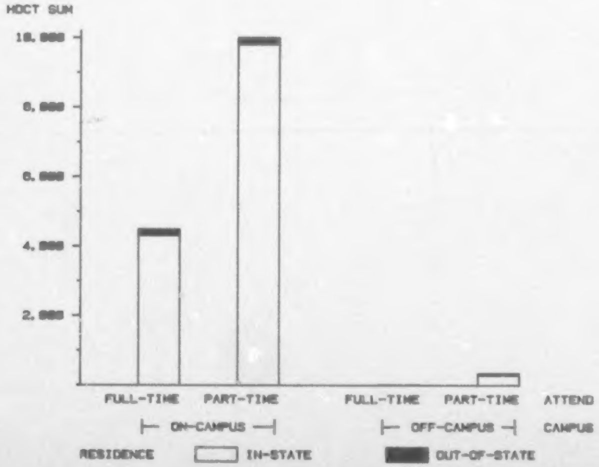
Enrollment by Sex
Fall 1980



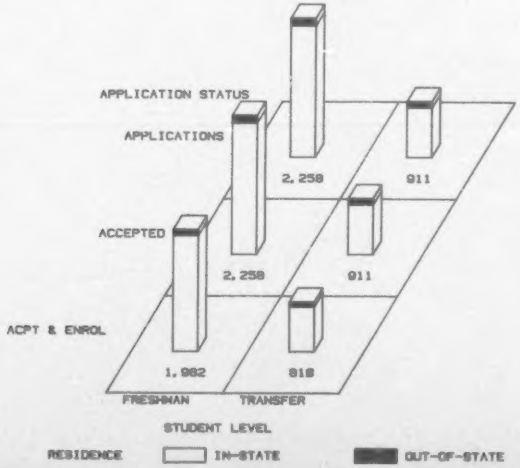
Actual and Projected Enrollment
1970 to 1986



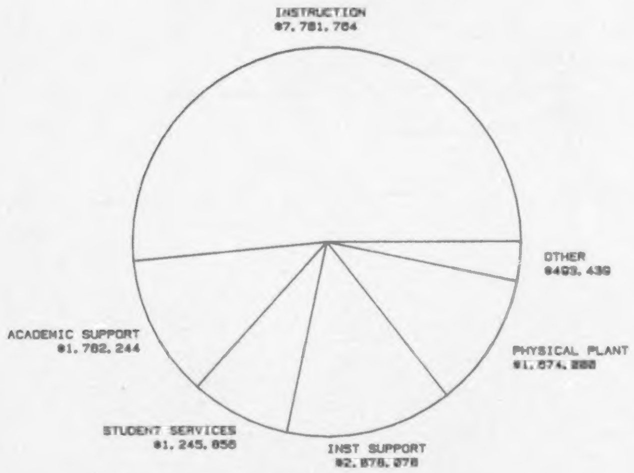
Total Headcount Enrollment
Fall 1980



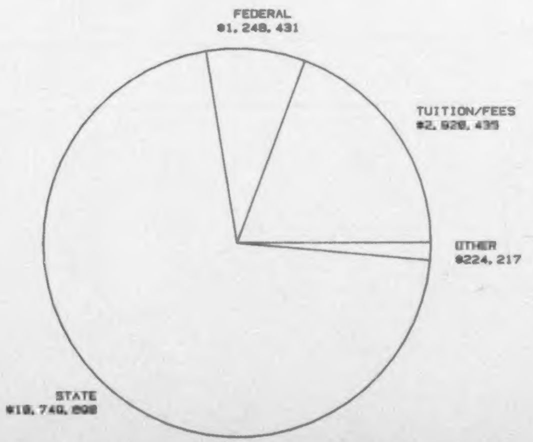
Admission Applications by Level
Fall 1980



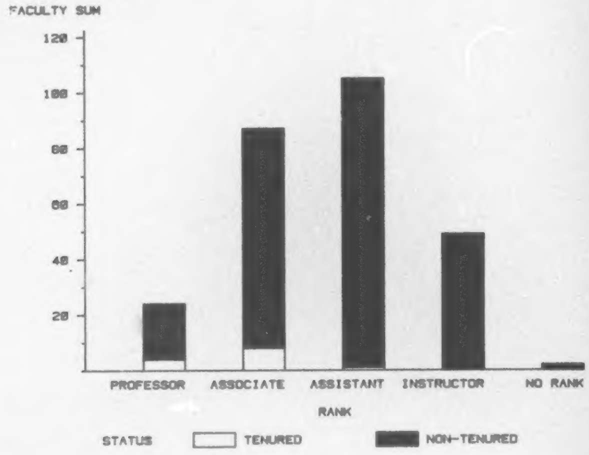
Funds Expenditures
Fiscal Year 1979–80



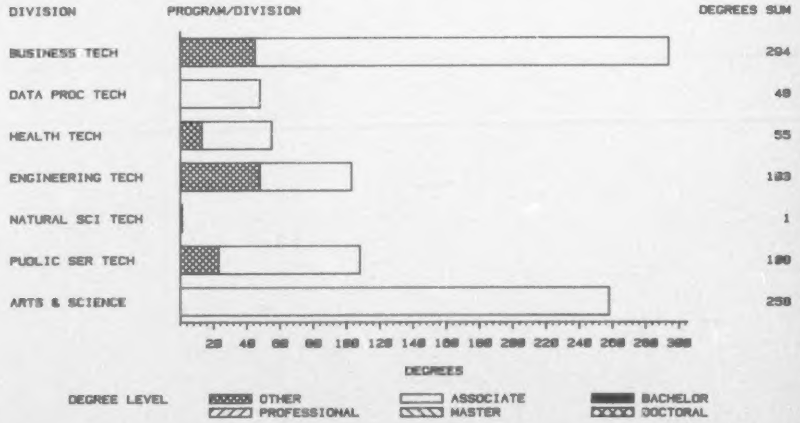
Sources of Funds Revenue
Fiscal Year 1979–80



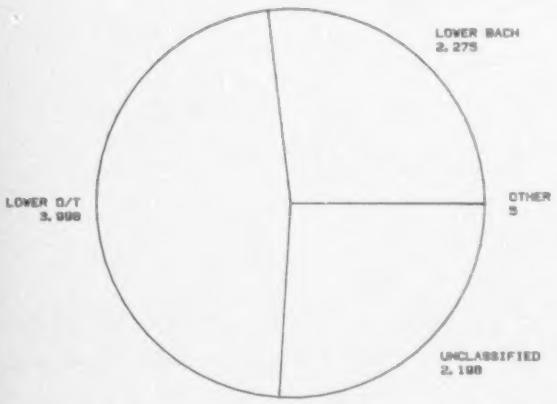
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



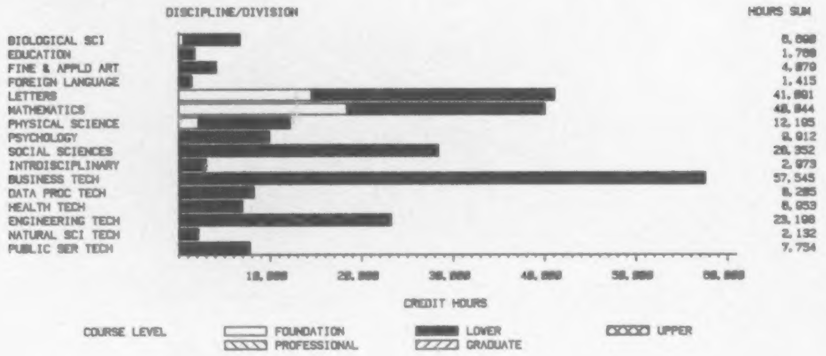
Degrees Conferred
Academic Year 1980–81



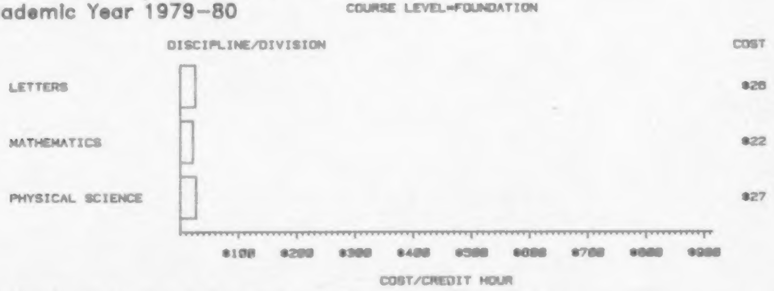
Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81



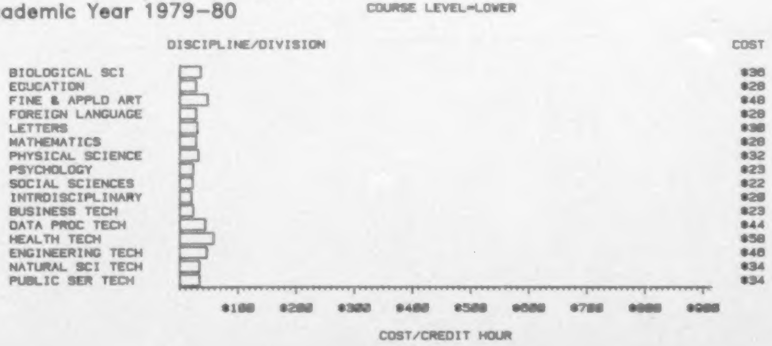
Annual Credit Hours
Academic Year 1980-81



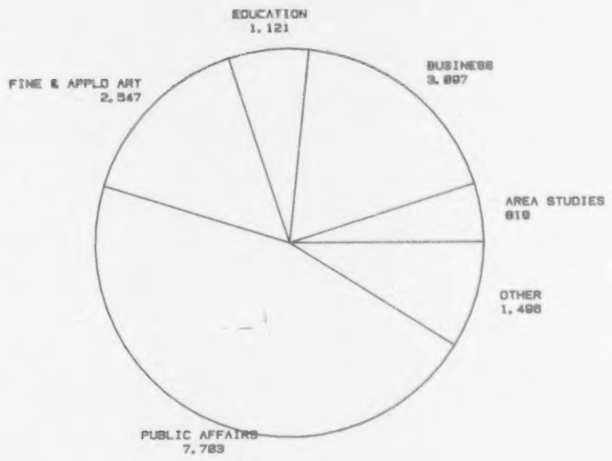
Direct Cost per Credit Hour
Academic Year 1979-80



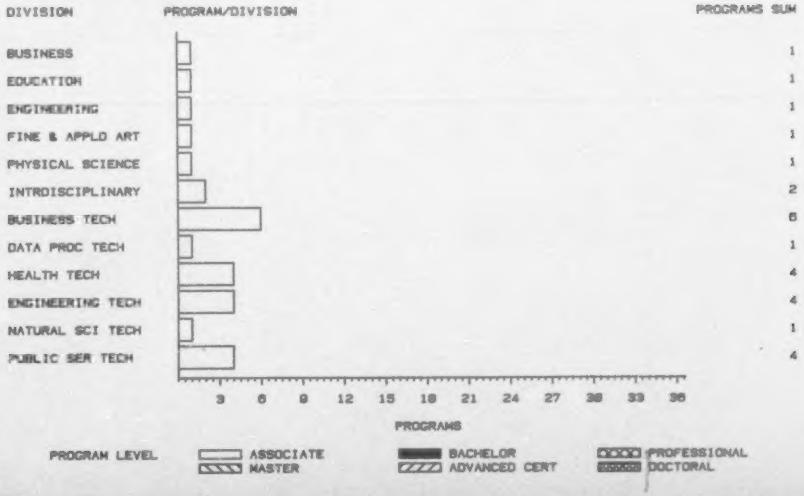
Direct Cost per Credit Hour
Academic Year 1979-80



Non–Credit Registrants
Academic Year 1979–80



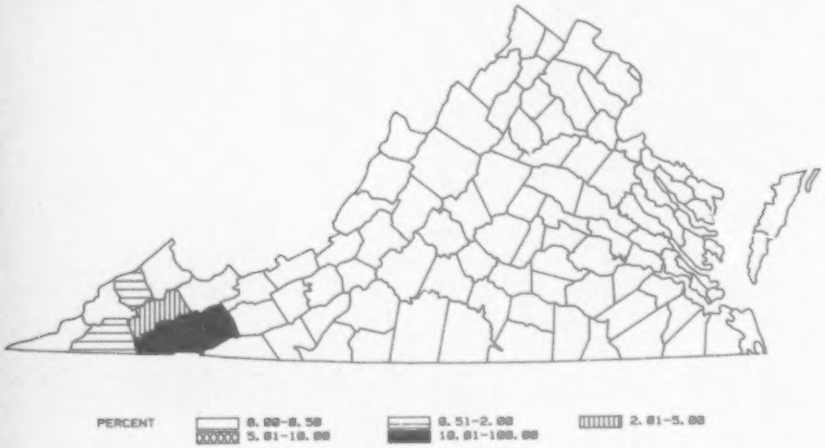
Approved Degree Programs
Academic Year 1981–82



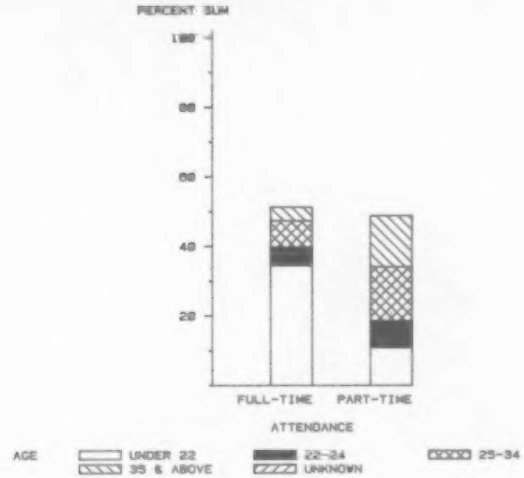
Programs Approved for Initiation
1982–84

AAS. IN PHYSICAL THERAPY
AAS. IN ENVIRONMENTAL CONTROL TECHNOLOGY

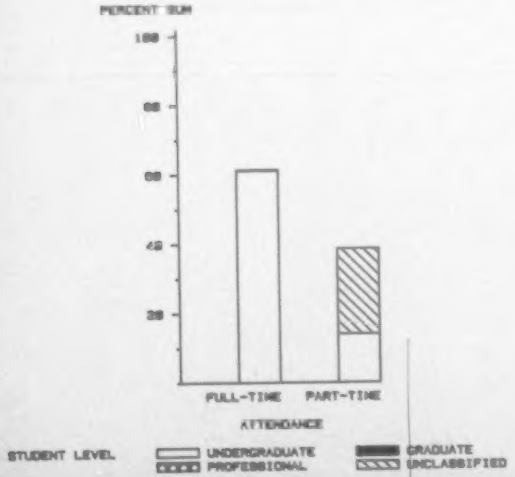
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
2.01-5.00

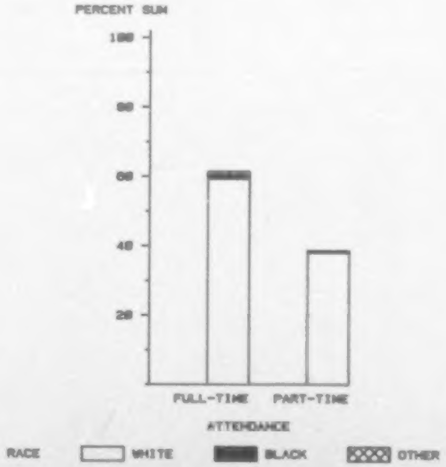
Enrollment by Age
Fall 1979



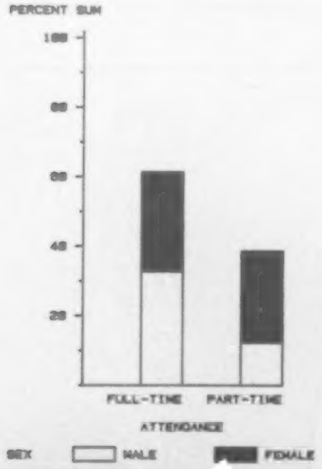
Enrollment by Student Level
Fall 1980



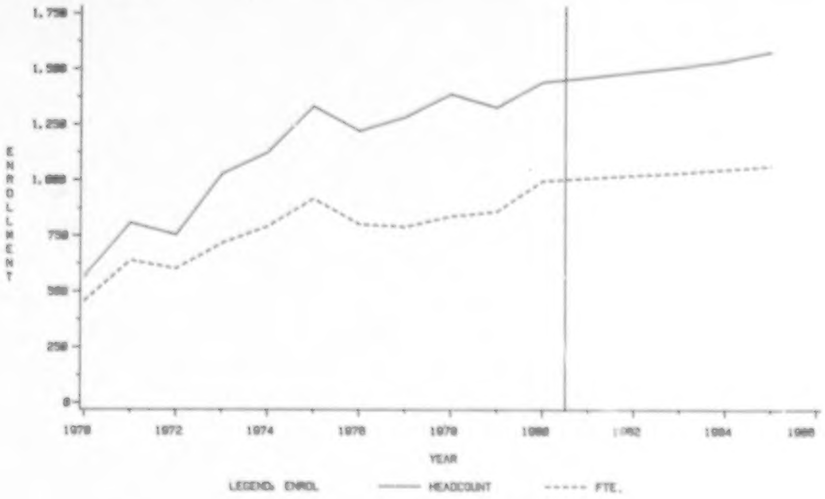
Enrollment by Race
Fall 1980



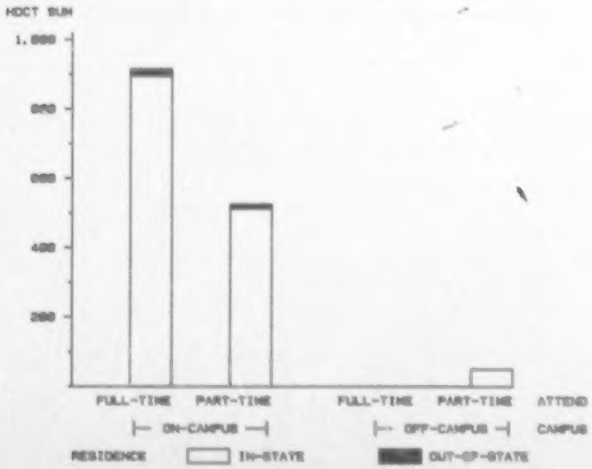
Enrollment by Sex
Fall 1980



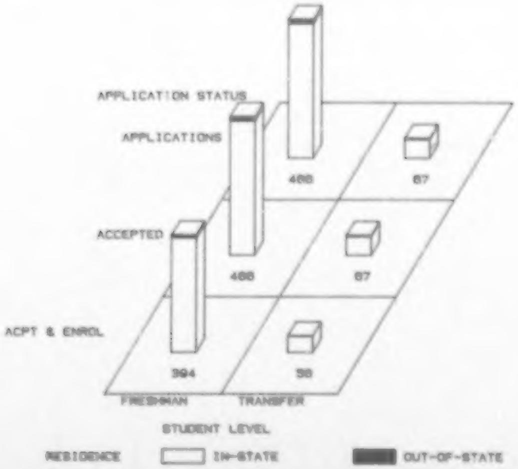
Actual and Projected Enrollment
1970 to 1986



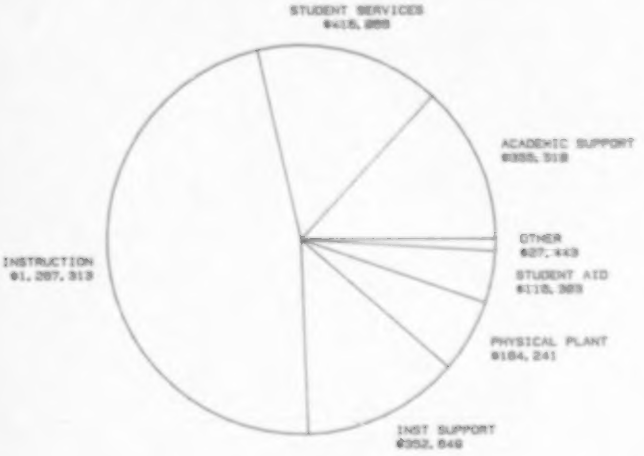
Total Headcount Enrollment
Fall 1980



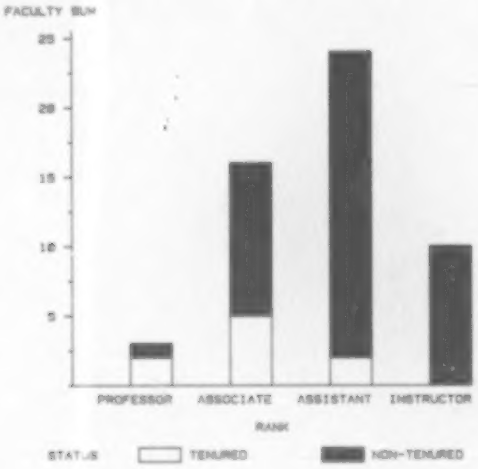
Admission Applications by Level
Fall 1980



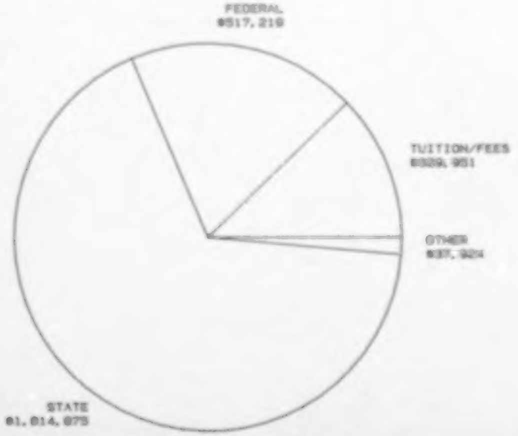
Funds Expenditures
Fiscal Year 1979–80



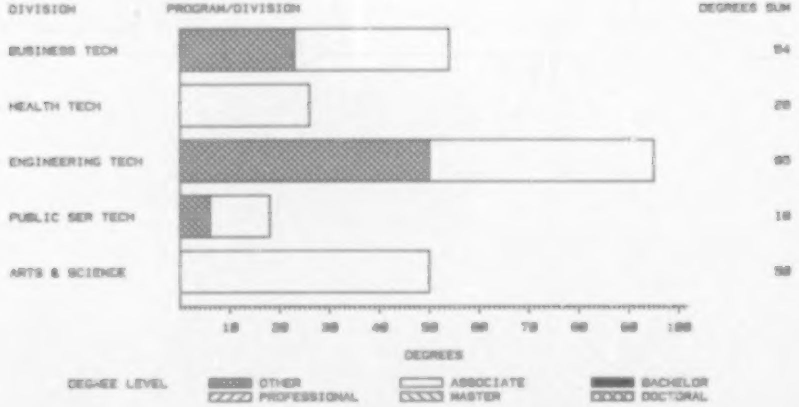
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



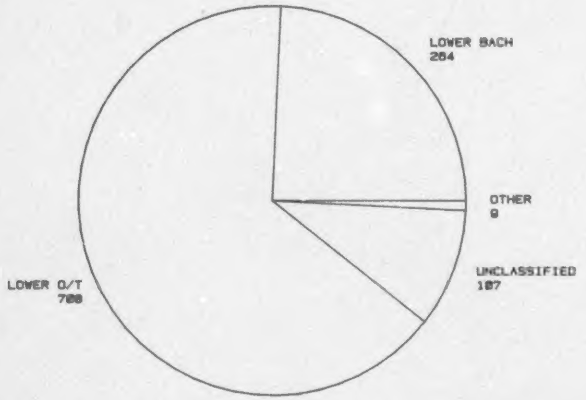
Sources of Funds Revenue
Fiscal Year 1979–80



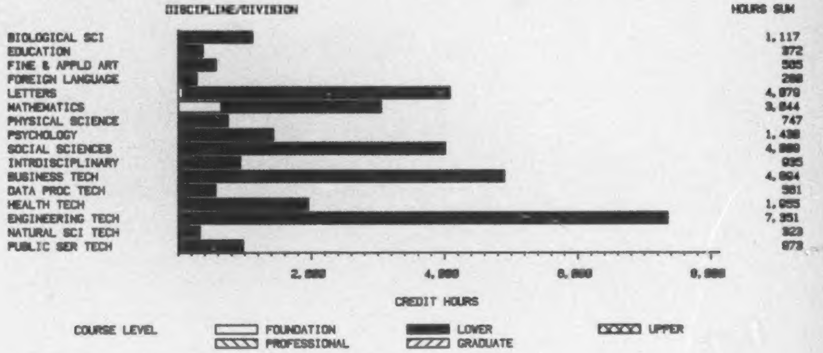
Degrees Conferred
Academic Year 1980–81



Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81

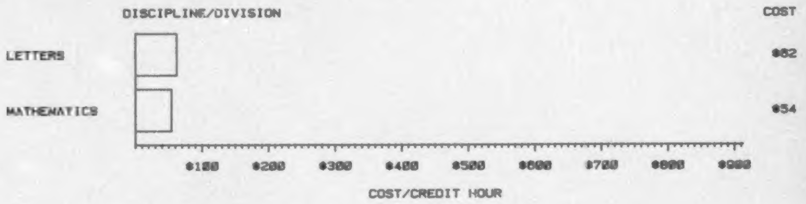


Annual Credit Hours
Academic Year 1980-81



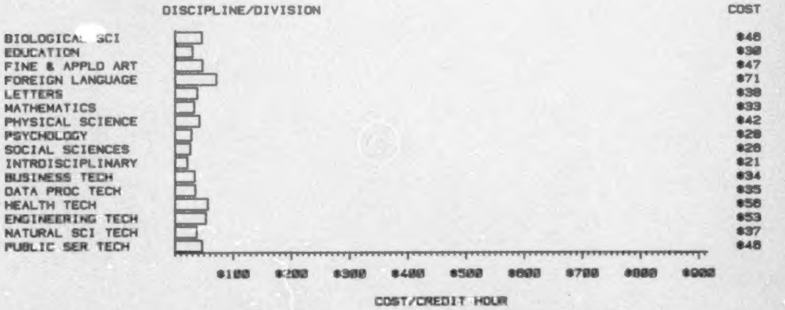
Direct Cost per Credit Hour
Academic Year 1979-80

COURSE LEVEL=FOUNDATION

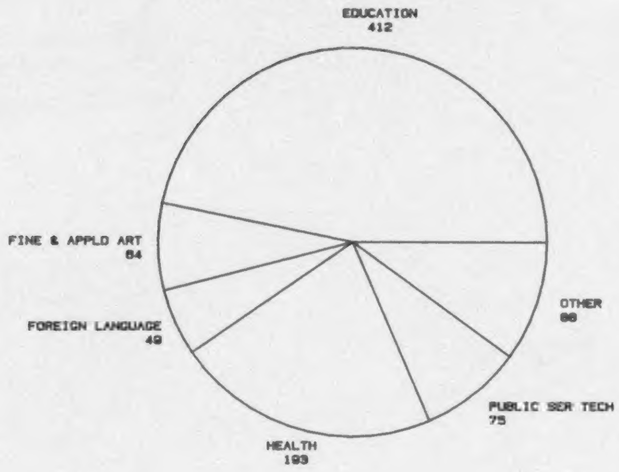


Direct Cost per Credit Hour
Academic Year 1979-80

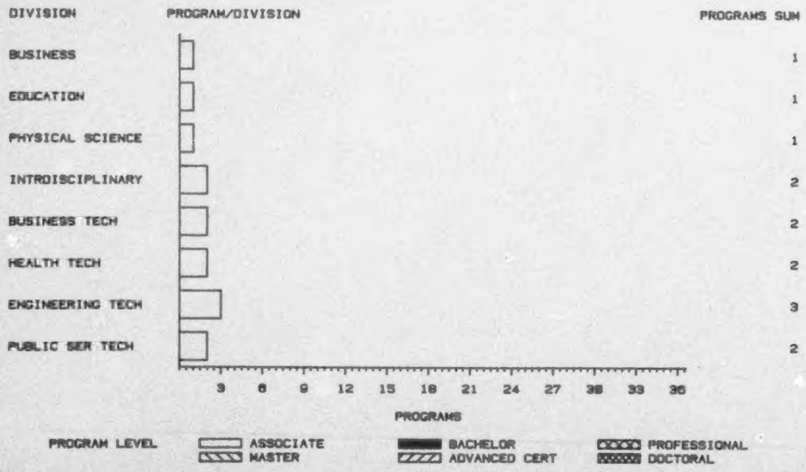
COURSE LEVEL=LOWER



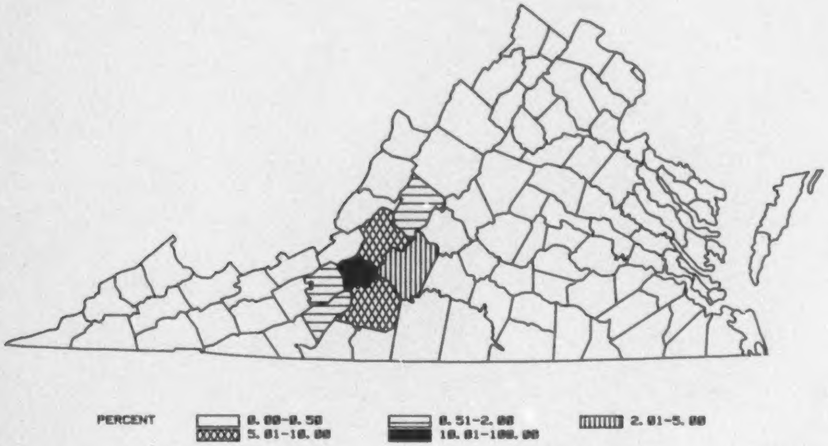
Non-Credit Registrants
Academic Year 1979-80



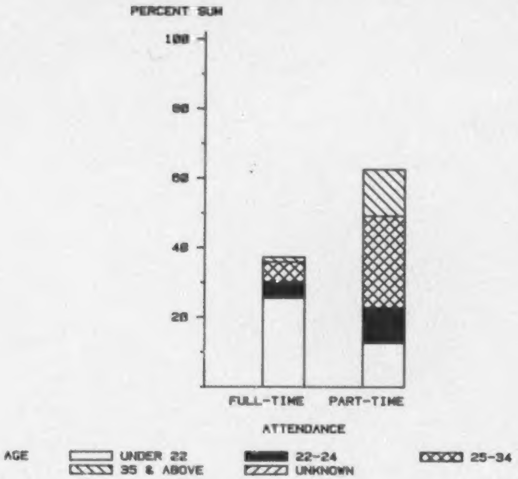
Approved Degree Programs
Academic Year 1981-82



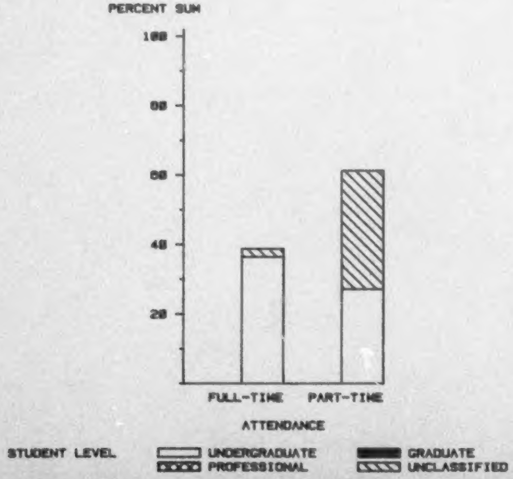
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
2.01-5.00

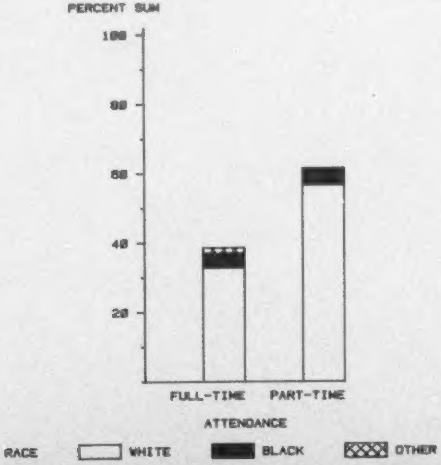
Enrollment by Age
Fall 1979



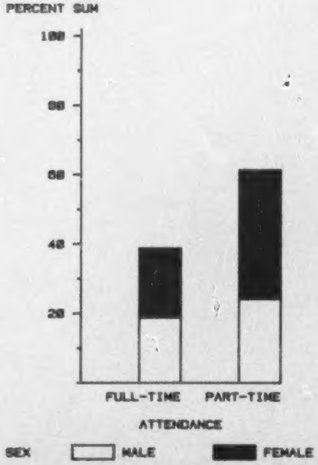
Enrollment by Student Level
Fall 1980



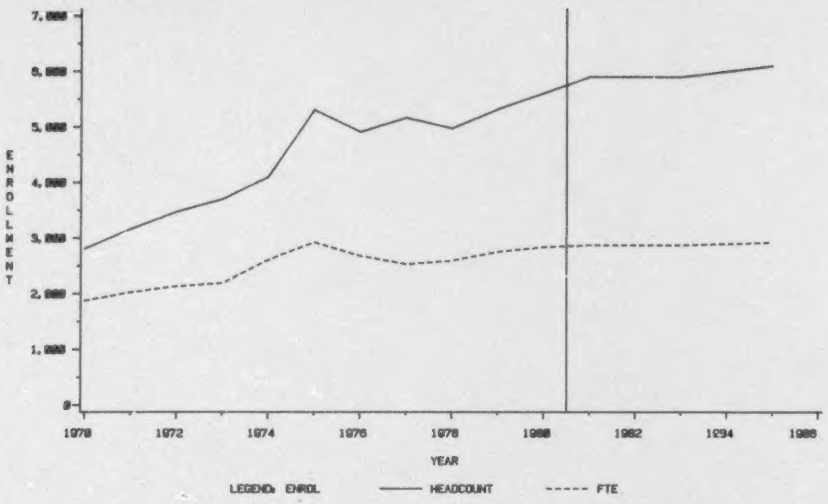
Enrollment by Race
Fall 1980



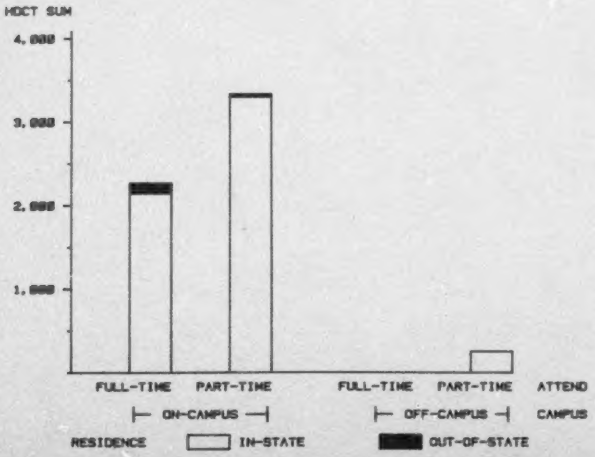
Enrollment by Sex
Fall 1980



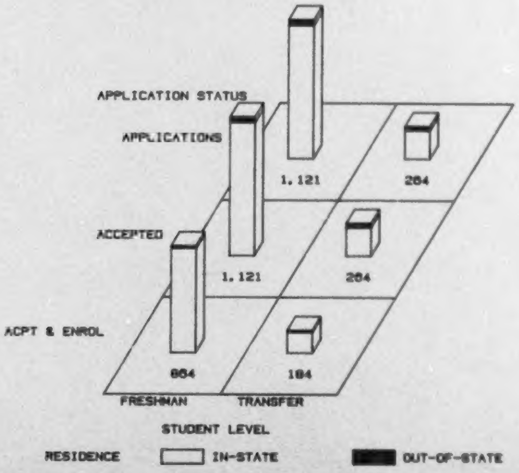
Actual and Projected Enrollment
1970 to 1986



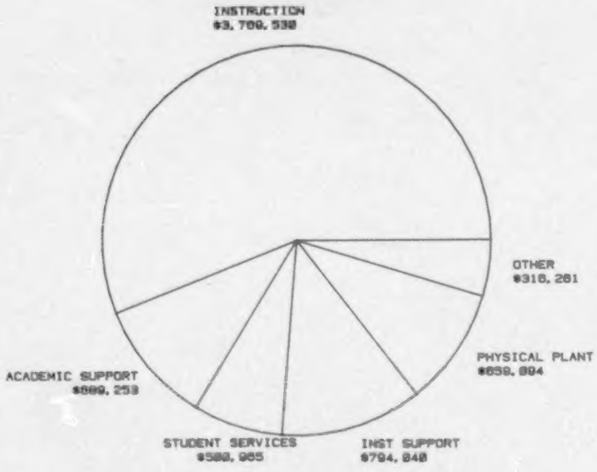
Total Headcount Enrollment
Fall 1980



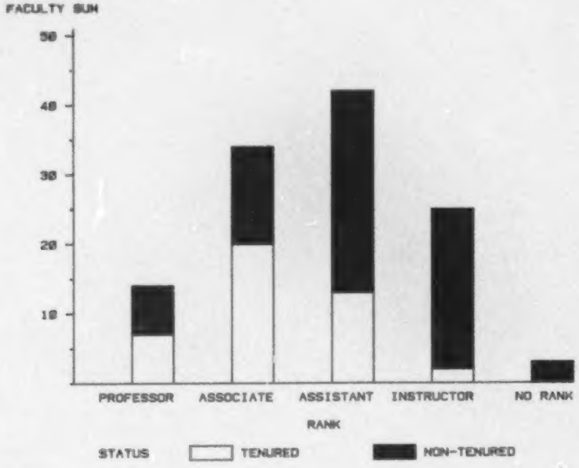
Admission Applications by Level
Fall 1980



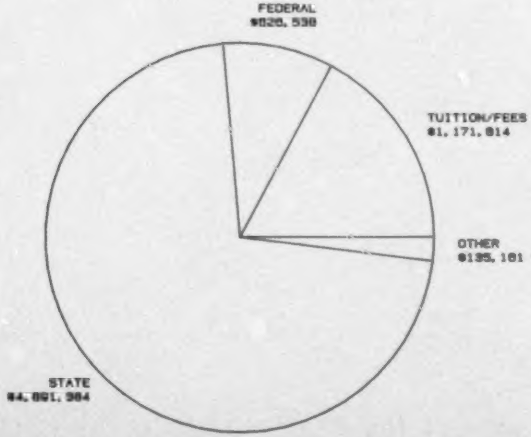
Funds Expenditures
Fiscal Year 1979-80



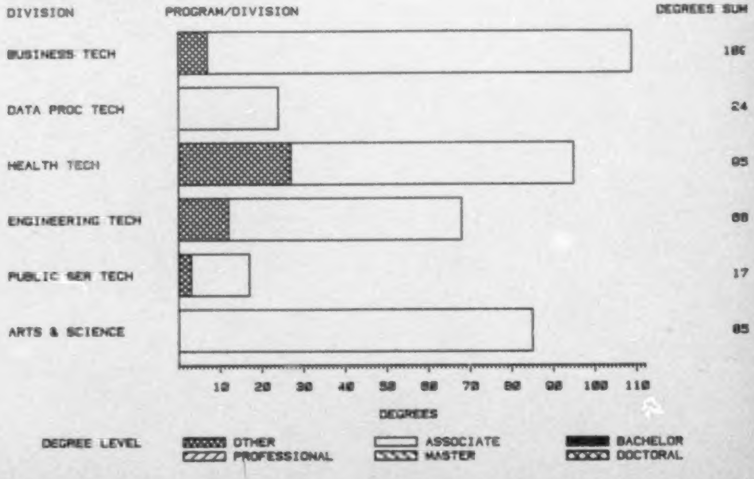
Tenure of Full-Time Instructional Faculty
Academic Year 1980-81



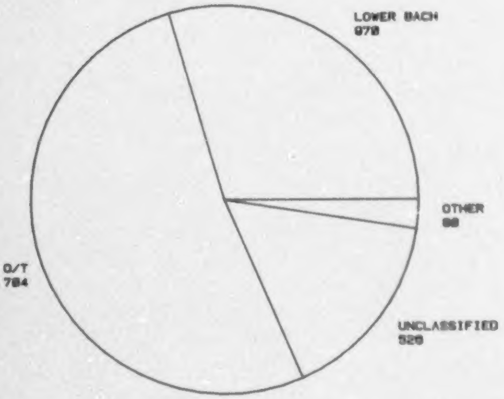
Sources of Funds Revenue
Fiscal Year 1979-80



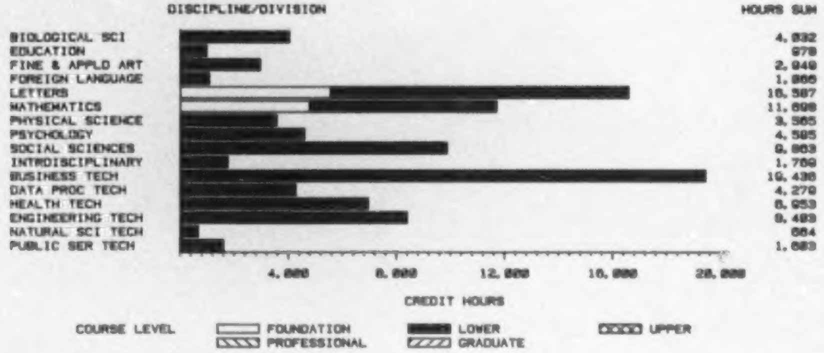
Degrees Conferred
Academic Year 1980-81



Annual Full-Time-Equivalent Enrollment
Academic Year 1980-81

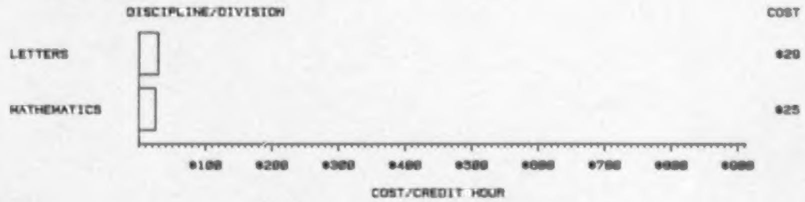


Annual Credit Hours
Academic Year 1980-81



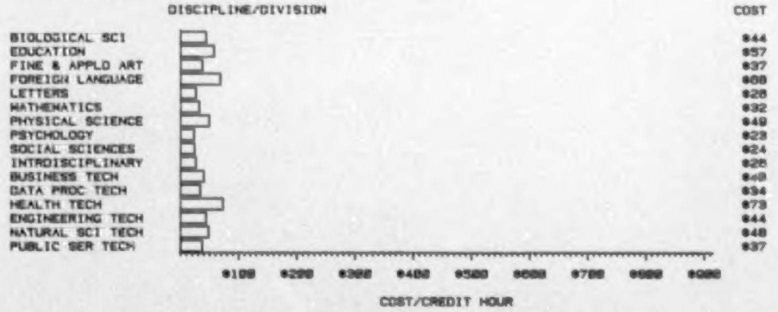
Direct Cost per Credit Hour
Academic Year 1979-80

COURSE LEVEL=FOUNDATION

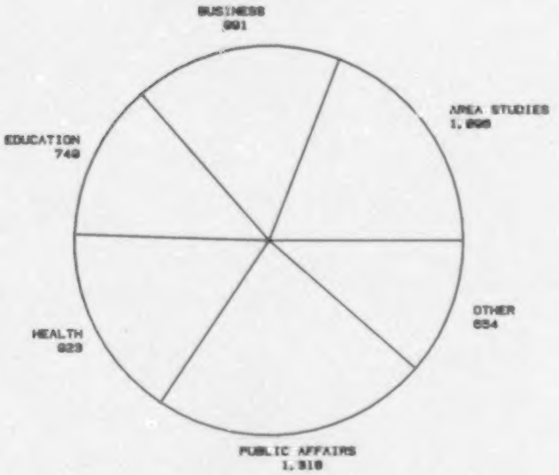


Direct Cost per Credit Hour
Academic Year 1979-80

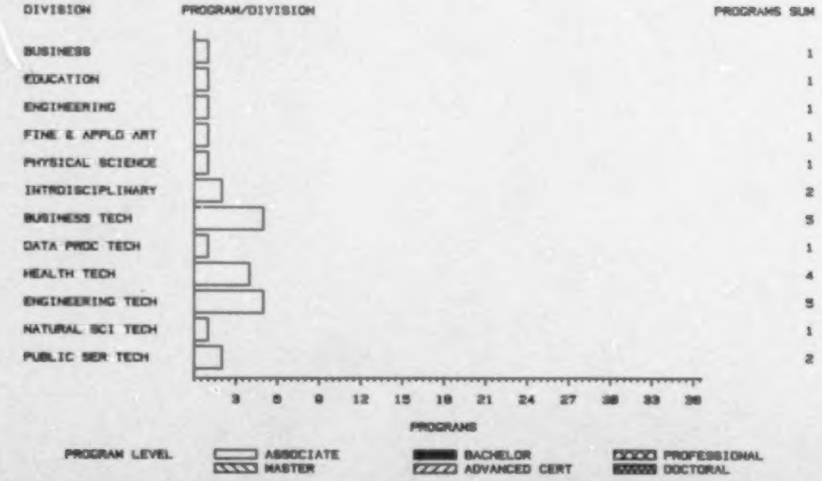
COURSE LEVEL=LOWER



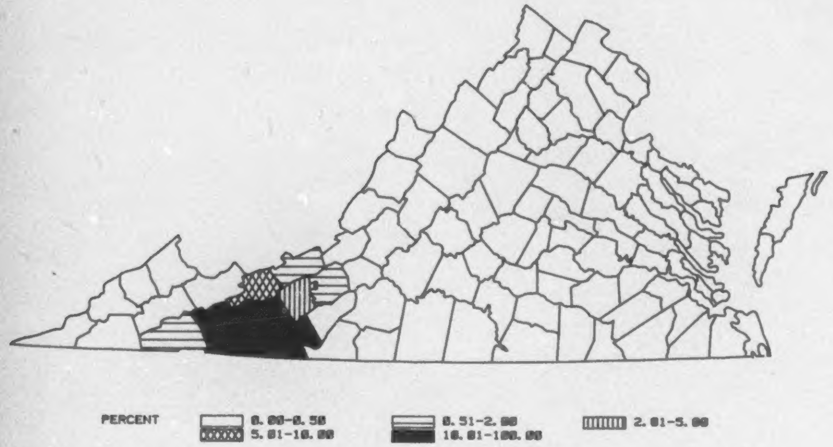
Non-Credit Registrants
Academic Year 1979-80



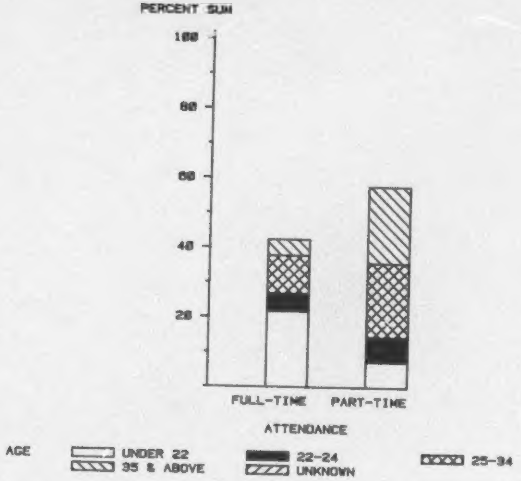
Approved Degree Programs
Academic Year 1981-82



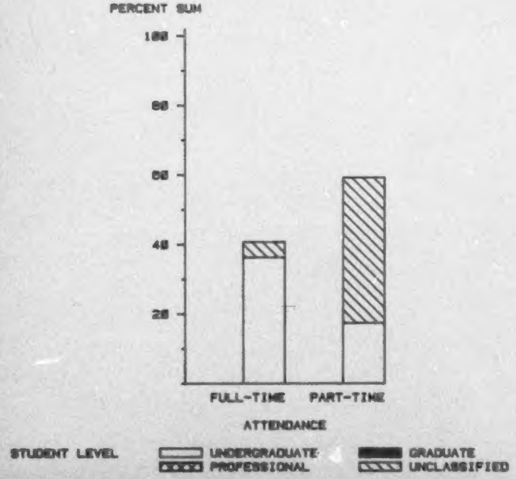
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

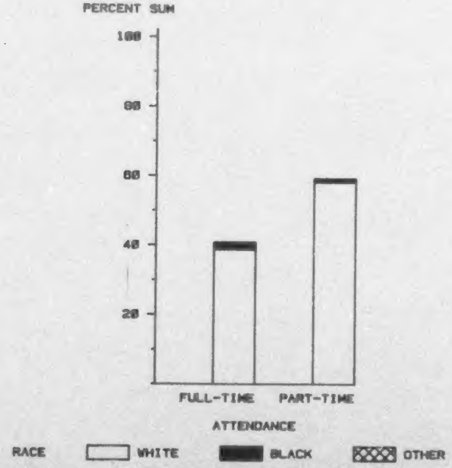
Enrollment by Age
Fall 1979



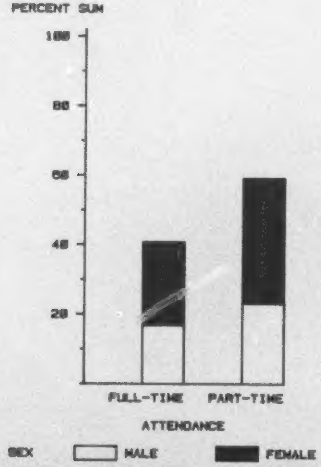
Enrollment by Student Level
Fall 1980



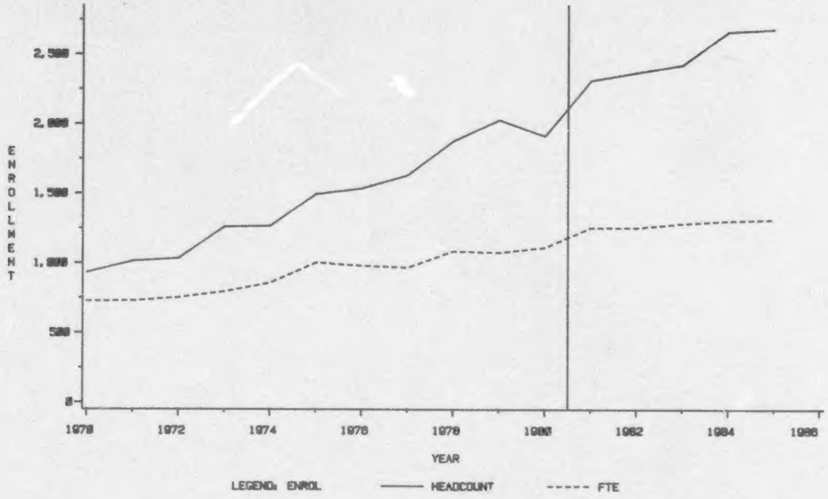
Enrollment by Race
Fall 1980



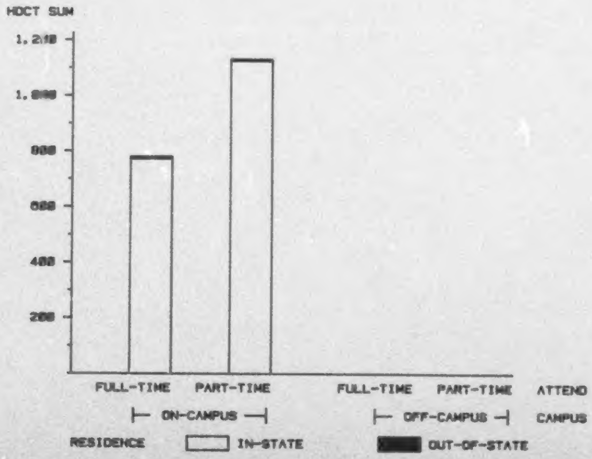
Enrollment by Sex
Fall 1980



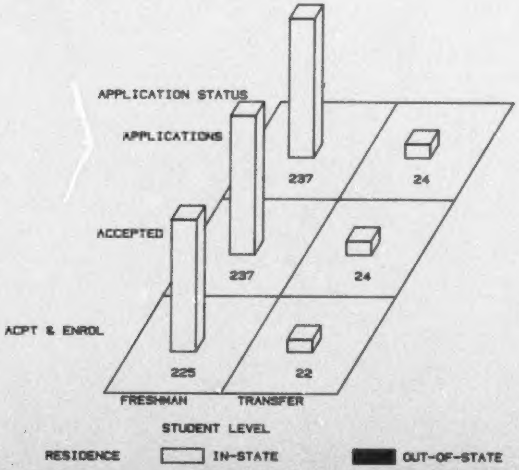
Actual and Projected Enrollment
1970 to 1986



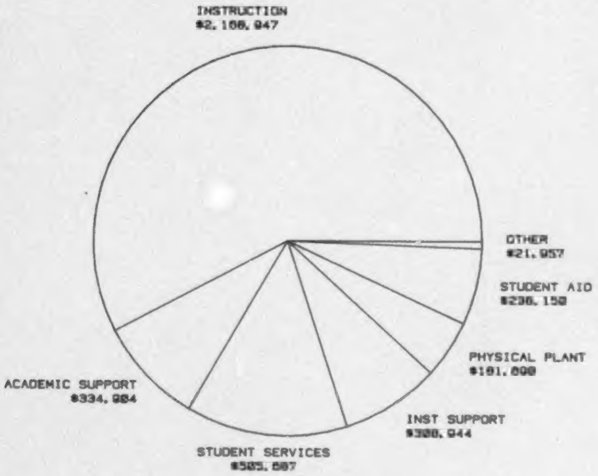
Total Headcount Enrollment
Fall 1980



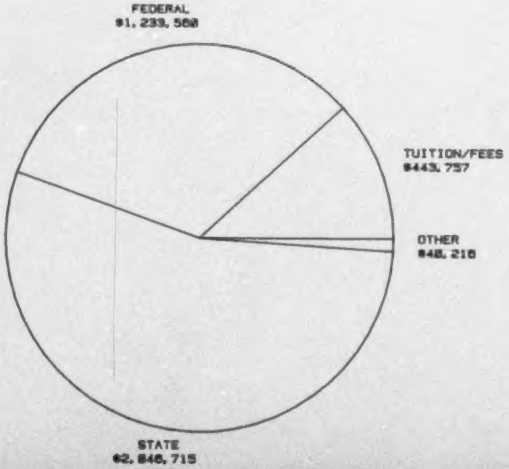
Admission Applications by Level
Fall 1980



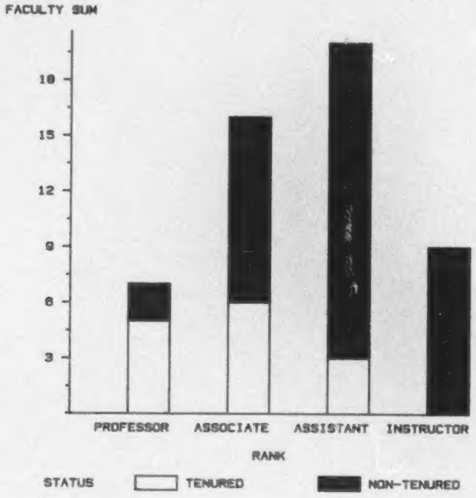
Funds Expenditures
Fiscal Year 1979-80



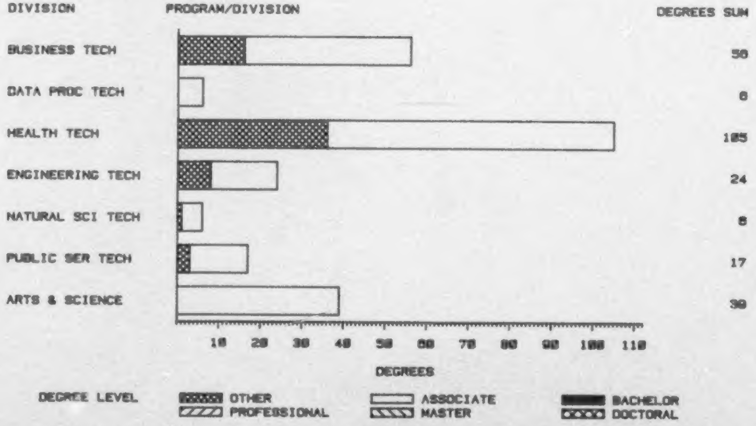
Sources of Funds Revenue
Fiscal Year 1979-80



Tenure of Full-Time Instructional Faculty
Academic Year 1980-81

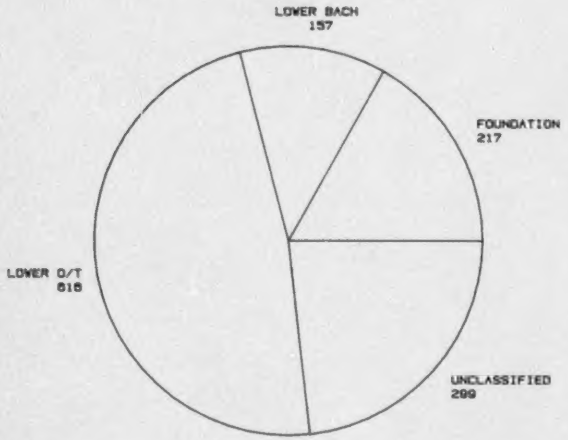


Degrees Conferred
Academic Year 1980-81



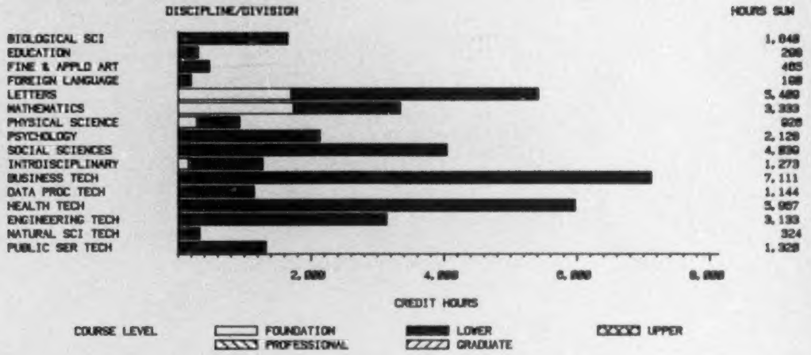
Annual Full-Time-Equivalent Enrollment

Academic Year 1980-81



Annual Credit Hours

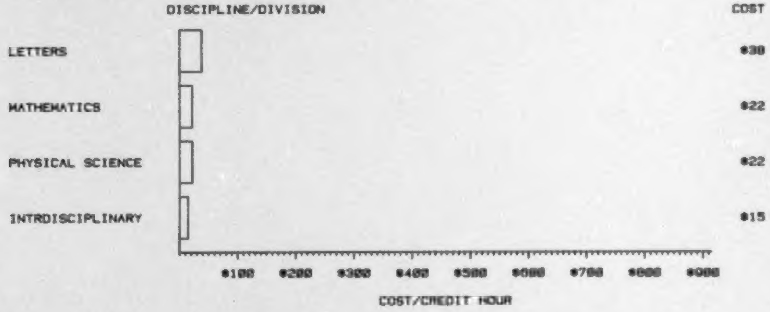
Academic Year 1980-81



Direct Cost per Credit Hour

Academic Year 1979-80

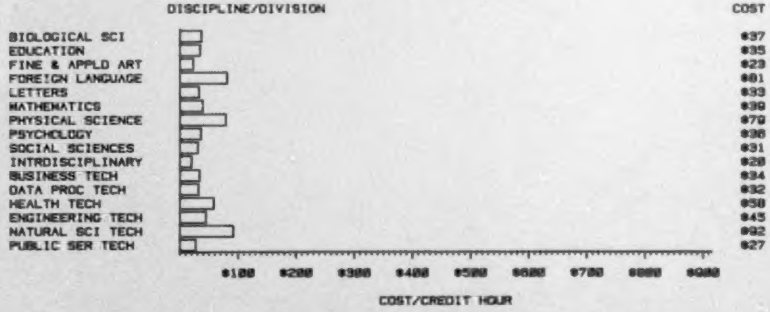
COURSE LEVEL=FOUNDATION



Direct Cost per Credit Hour

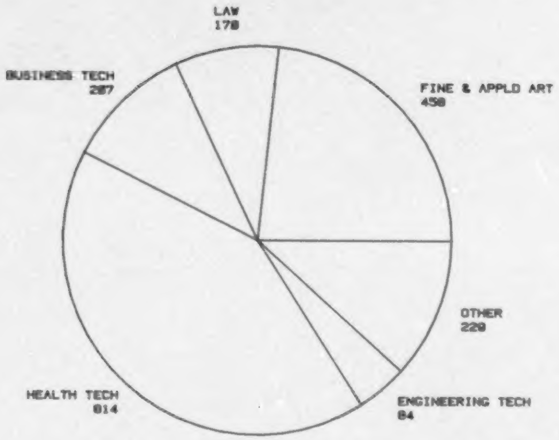
Academic Year 1979-80

COURSE LEVEL=LOWER

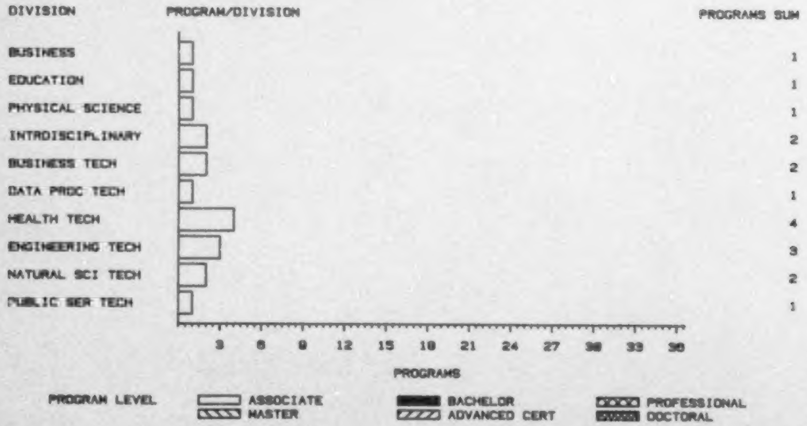


Wytheville

Non-Credit Registrants
Academic Year 1979-80



Approved Degree Programs
Academic Year 1981-82



Programs Approved for Initiation
1982-84

AAS, IN INDUSTRIAL PRODUCTION TECHNOLOGY

Independent Institutions

Averett College

Danville

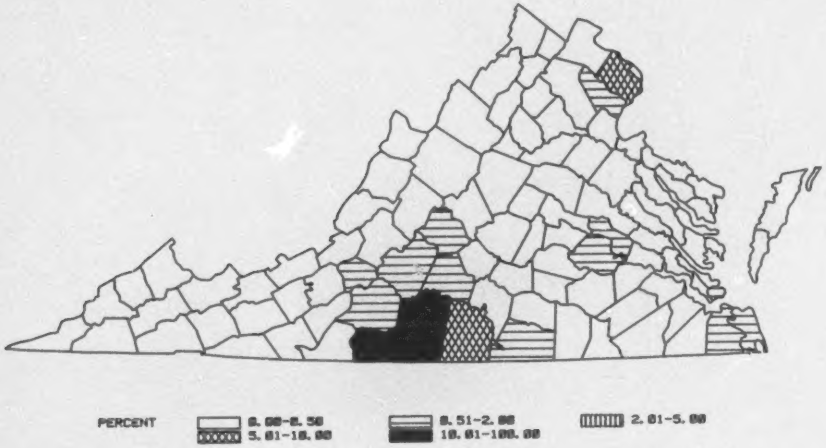
Chartered in 1859, Averett is a coeducational college of arts and sciences. The institution received its first accreditation as a junior college in 1917 and undertook a major reorganization in 1968 by adding a four-year baccalaureate degree program and making the college coeducational. Under its status as a senior college, Averett awarded its first baccalaureate degree in the spring of 1971. In 1977, Averett was authorized to offer a Master of Education, and a graduate program leading to this degree began in 1978.

Baccalaureate degrees are offered in the arts and sciences, as well as in the fields of public education, business, religious life, and certain areas in the field of allied health professions. While research is encouraged, Averett's primary emphasis is on teaching and on creating a dynamic interaction between students and faculty, both within and beyond the classroom.

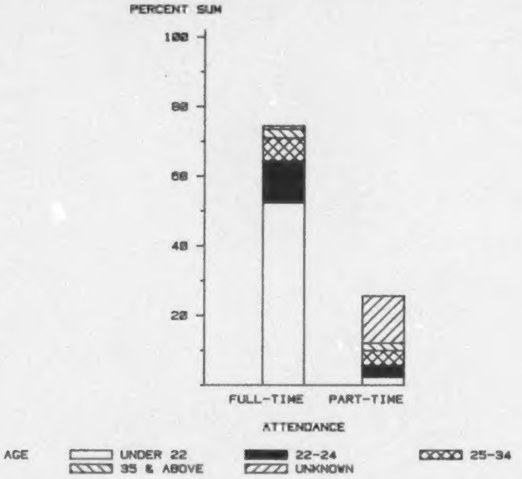
Averett's academic program is oriented toward the community. It serves as an educational and cultural center for the local community and the surrounding area. During the next ten years, the College anticipates strengthening the major programs already offered. In addition, the College is exploring the feasibility of establishing a baccalaureate program in nursing as well as in public relations. Also under consideration is a baccalaureate program in technology, an inverted program built upon community college technical degree programs. A degree program leading to a Master's in Business Administration is in the planning stages. The College seeks to offer a balance of liberal arts and professional career-oriented programs.

Approximately one-half of the total enrollment of 1,100 students lives on campus. Two-thirds of the present enrollment is female, although a more even distribution is anticipated in future years. Seventy-five percent of the students come from Virginia. The student body is drawn from a broad socioeconomic and cultural base; the College strives to provide the average student with a strong liberal arts background augmented by studies in career fields.

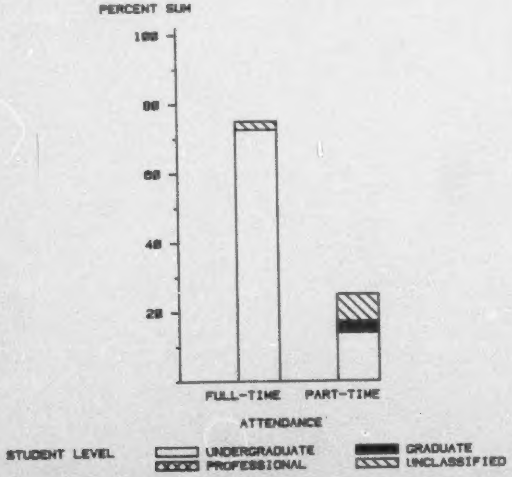
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

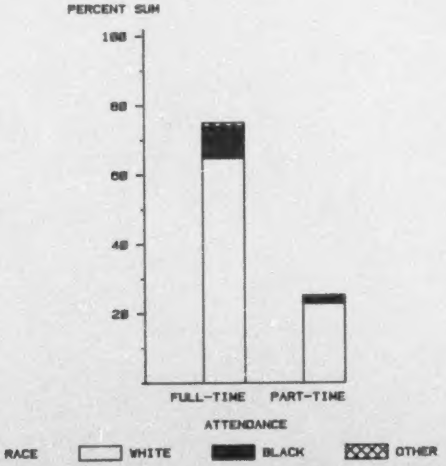
Enrollment by Age
Fall 1979



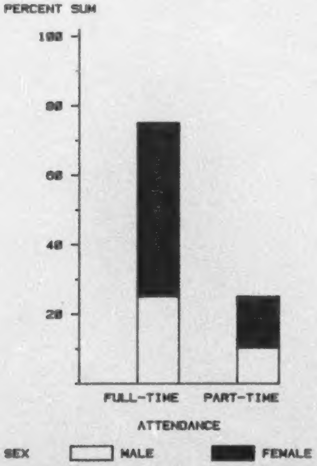
Enrollment by Student Level
Fall 1980



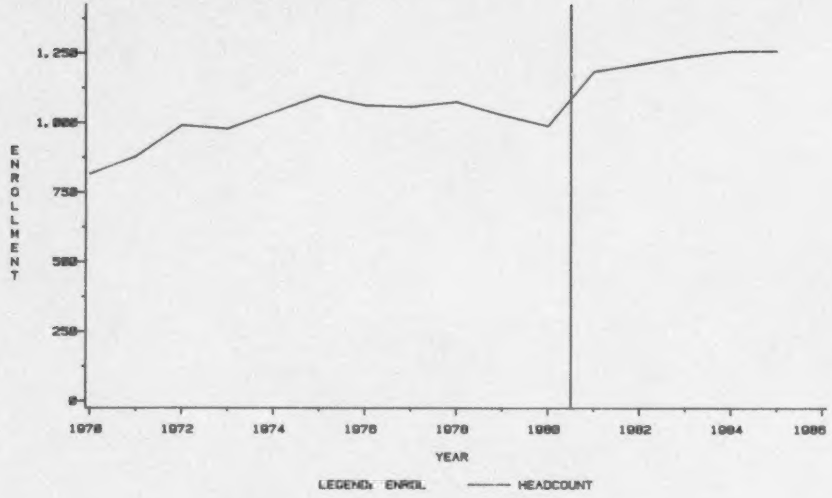
Enrollment by Race
Fall 1980



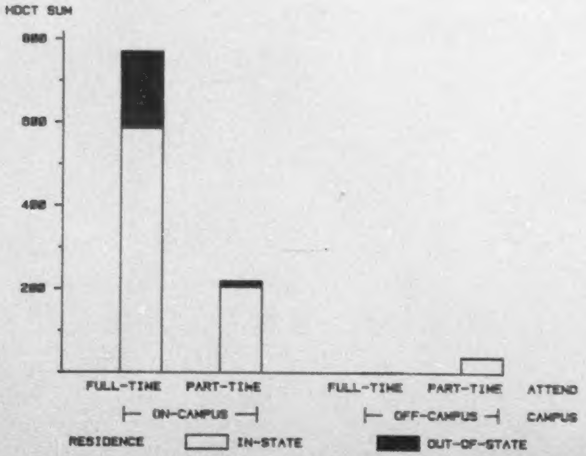
Enrollment by Sex
Fall 1980



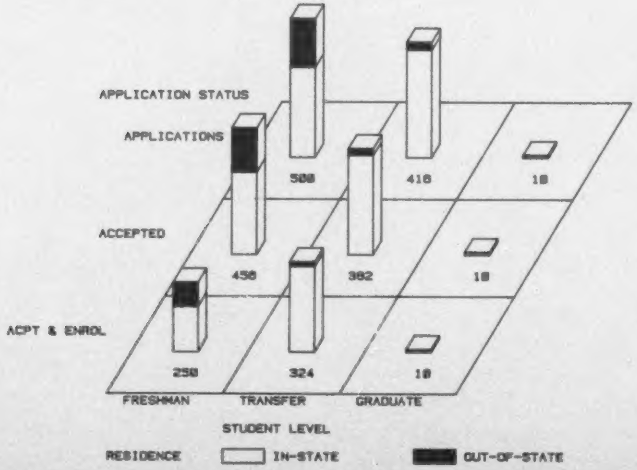
Actual and Projected Enrollment
1970 to 1986



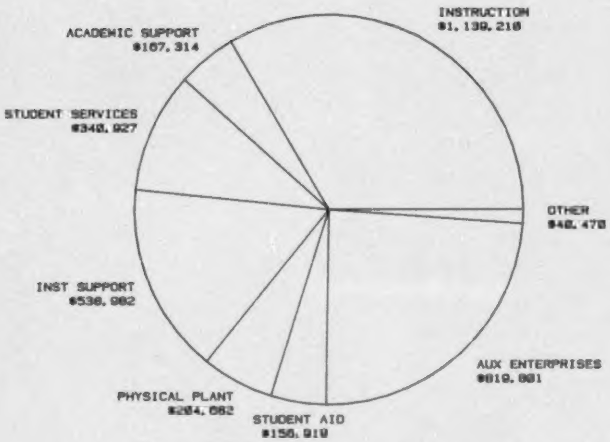
Total Headcount Enrollment
Fall 1980



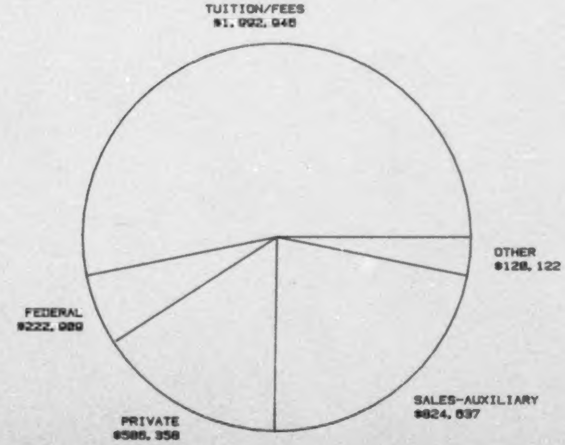
Admission Applications by Level
Fall 1980



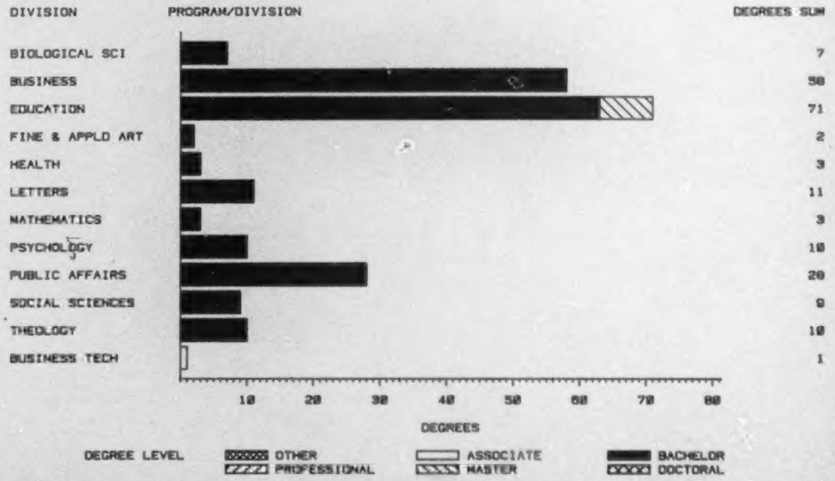
Funds Expenditures
Fiscal Year 1979-80



Sources of Funds Revenue
Fiscal Year 1979-80



Degrees Conferred
Academic Year 1980-81



Bluefield College

Bluefield

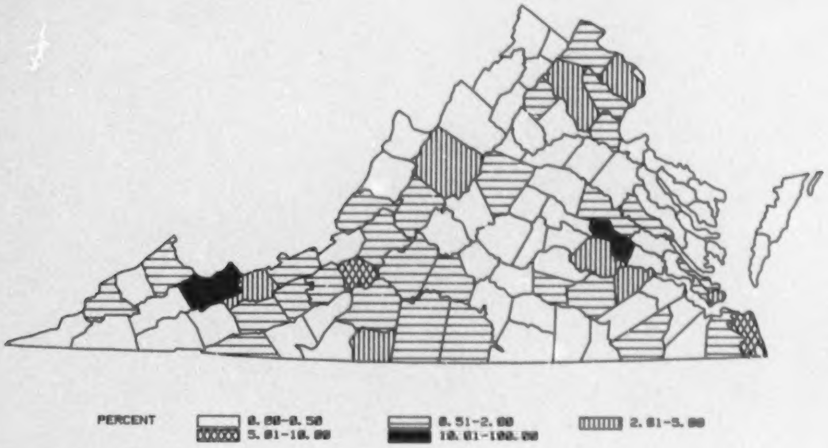
Established in 1922, Bluefield College is a small, residential, coeducational four-year college of approximately 400 students with places its primary emphasis on teaching and personalized attention for every student. Affiliated with the Baptist General Association of Virginia, the College seeks to help its students realize their greatest potential for their religion, community, family, and themselves.

Bluefield College offers numerous terminal associate and bachelor degree programs. One and two-year terminal degrees are offered in business and secretrial work. Associate degree programs are offered in liberal arts, fine and applied arts, education, several medically related areas, and engineering. Majors leading to a bachelor's degree can be found in fine arts, English, applied education, and sacred music, and in religion and philosophy. Students interested in working toward a four-year degree can also major in business, engineering, history, social science, elementary education, behavioral science, psychology, and criminal justice. Secondary education courses are offered in a number of areas for those students seeking teacher certification. All Bluefield College programs are accredited by the Southern Association of Colleges and Schools.

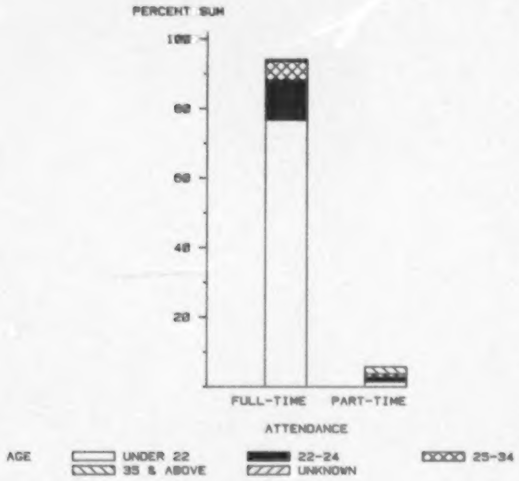
At Bluefield College, the learning process is by no means limited to the classroom. The labs, library, athletic field, gym, and even the dorms are places where students find themselves involved in learning. Bluefield College offers students a strong intercollegiate sports program and a reputation for the nation's top men's National Little College Athletic Association all sports program. In addition, the scenic wonders of the nearby Appalachian Mountains are available for students to participate in overnight camping trips supervised by dedicated faculty members.

Bluefield College is approximately 52 percent male and 48 percent female, and is open to all students, regardless of race, religion, or national origin, who meet the admissions standards. Approximately 80 percent of the student body receives some sort of financial assistance.

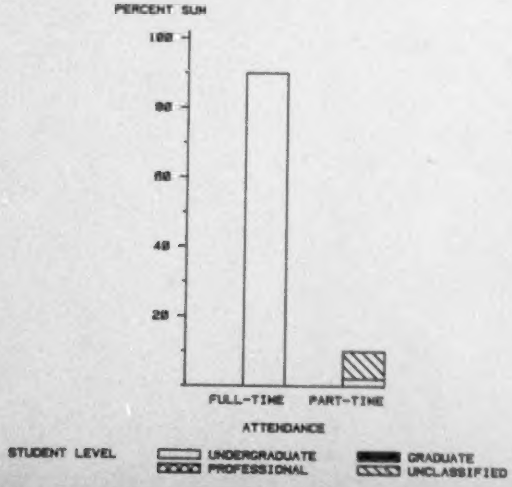
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

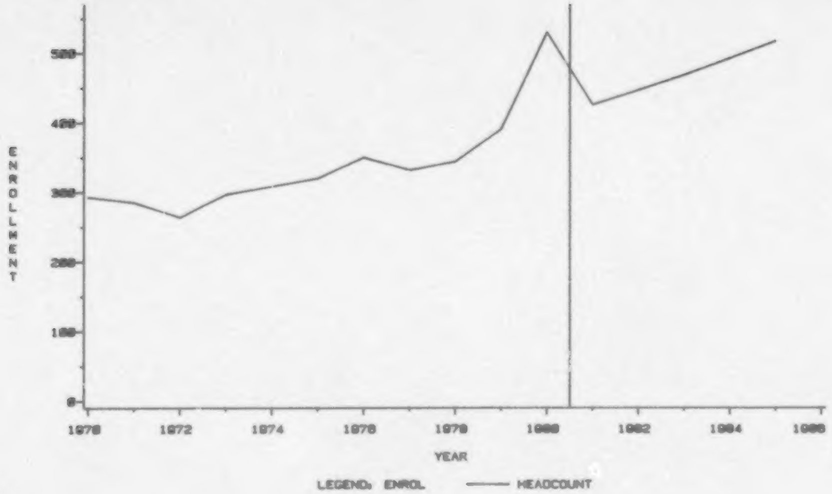
Enrollment by Age
Fall 1979



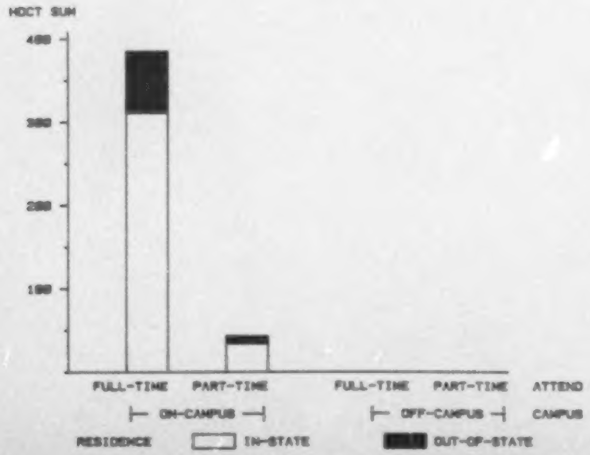
Enrollment by Student Level
Fall 1980



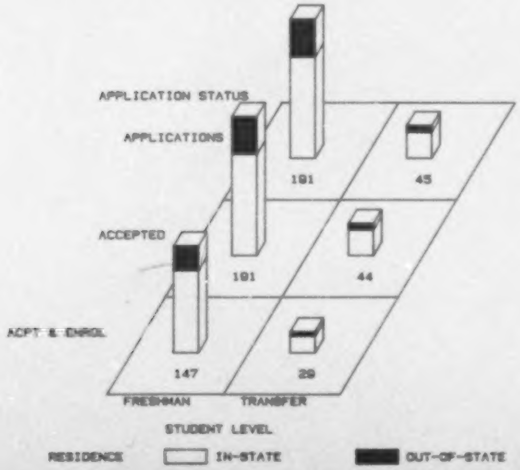
Actual and Projected Enrollment
1970 to 1986



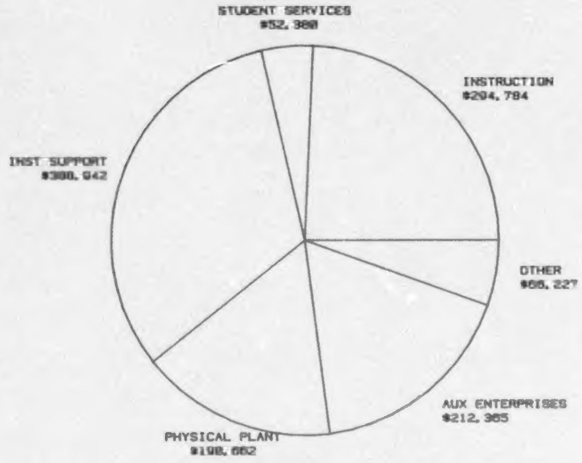
Total Headcount Enrollment
Fall 1980



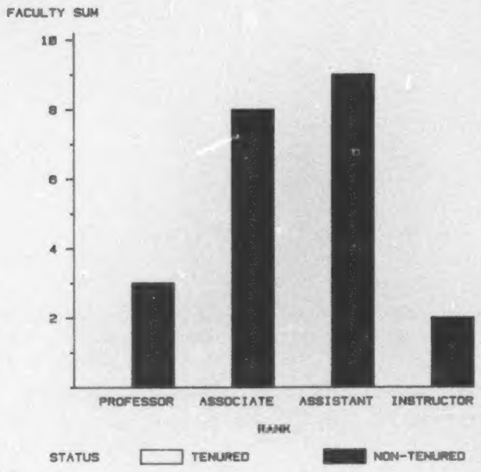
Admission Applications by Level
Fall 1980



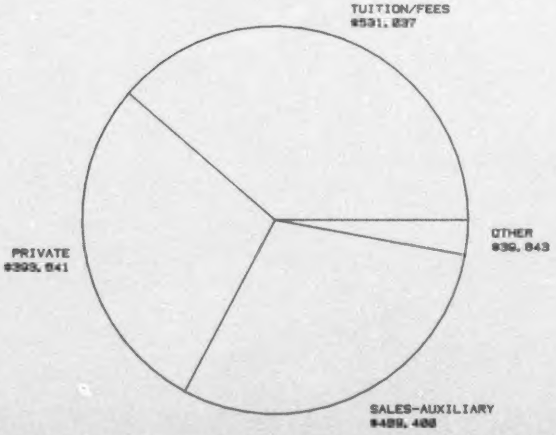
Funds Expenditures
Fiscal Year 1979–80



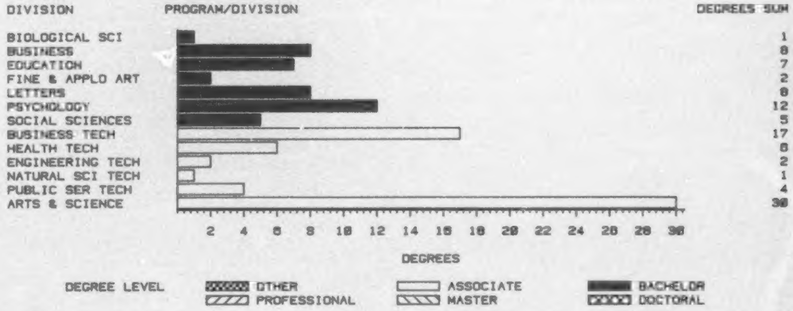
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



Bridgewater College

Bridgewater

Bridgewater College was established in 1880 as Spring Creek Normal and Collegiate Institute. Nine years later the college was given its present name and was chartered by the Commonwealth of Virginia to grant undergraduate degrees. It is an independent college which has been affiliated with the Church of the Brethern since its founding. A college of liberal arts, it is coeducational and predominantly residential with an enrollment of approximately 900 students.

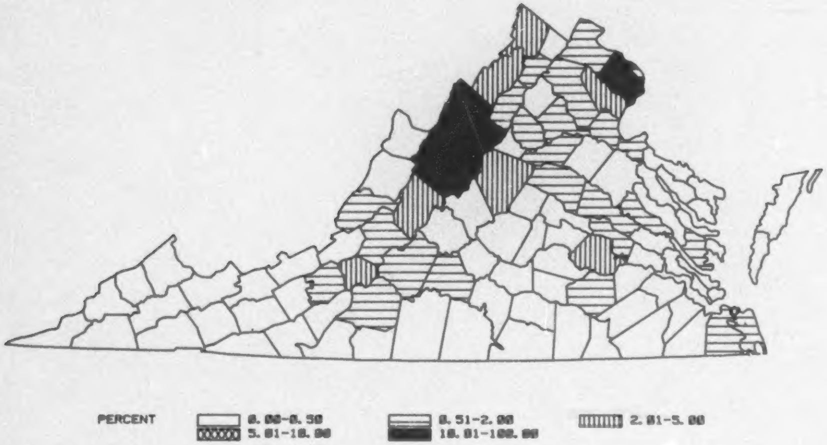
Bridgewater's primary academic objective is to be proficient in the teaching of social sciences, the humanities, and the natural sciences, rather than to offer specific technical or vocational training. Bridgewater is also concerned with assisting its students in their career planning and preparation; it is interested in their occupational competence and success; and it intends them to become both humane and proficient in their professions.

The College offers the Bachelor of Arts and Bachelor of Science degrees. While concentrating on a liberal education and development of the total personality, the College provides opportunities for students to develop proficiency in certain professional fields such as teaching, business administration, home economics, and social work. It also offers pre-professional educational opportunities for such fields as medicine, engineering, law, and the ministry.

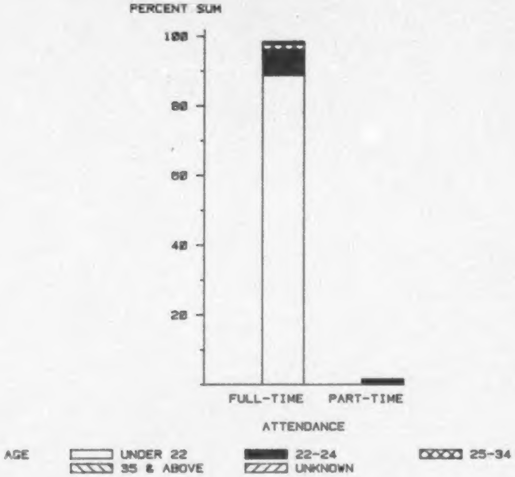
The values of scholarship and personal contact between faculty and students are recognized at Bridgewater. The emphasis on the search for knowledge has encouraged student-faculty research, and an honors program for superior students has been developed. Electing to keep its enrollment small, Bridgewater maintains a faculty-student ratio of 1/16.

Bridgewater College was the first coeducational college in Virginia. The mission was then, and continues to be, that of providing young people with a well-rounded liberal arts, Christian-oriented educational opportunity with the expectation that its graduates can make significant contributions to the society in which they live.

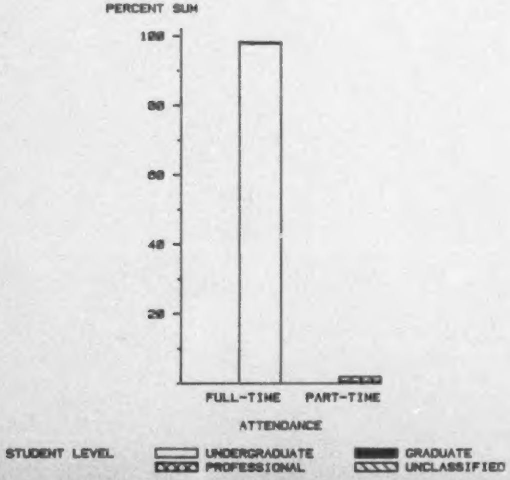
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
2.01-5.00

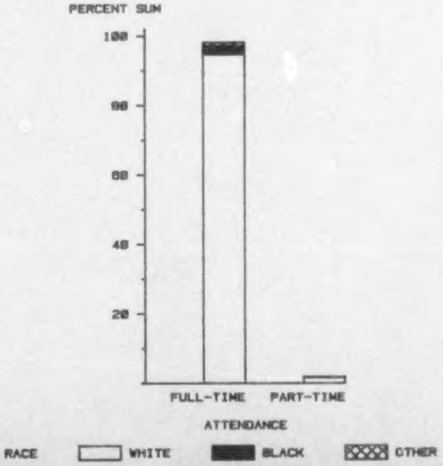
Enrollment by Age
Fall 1979



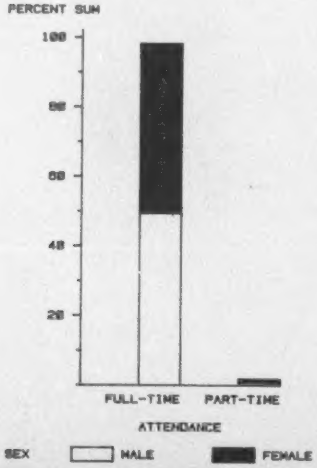
Enrollment by Student Level
Fall 1980



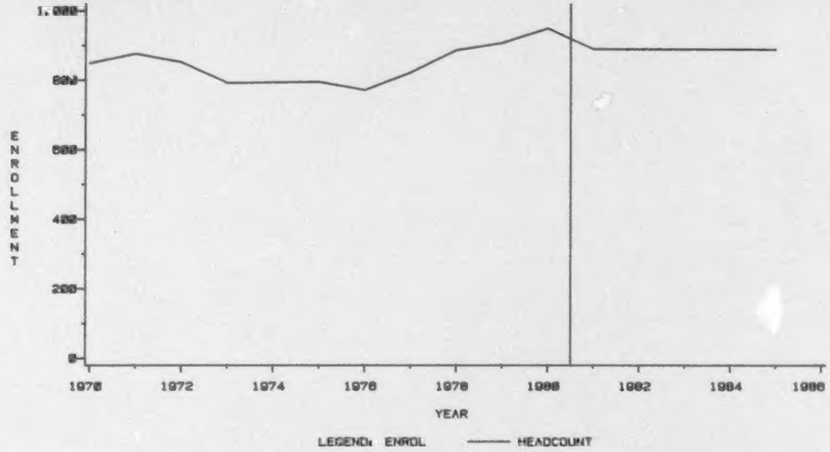
Enrollment by Race
Fall 1980



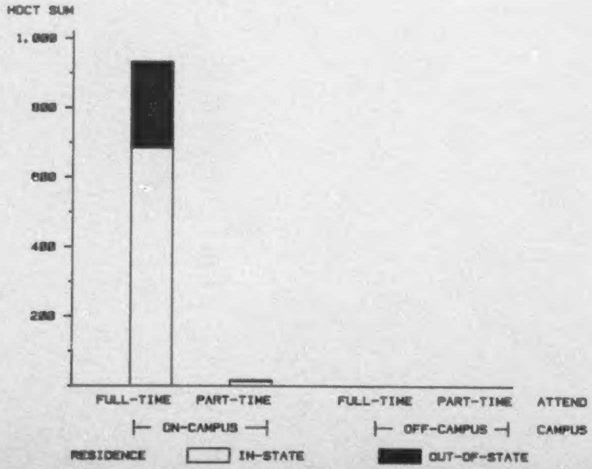
Enrollment by Sex
Fall 1980



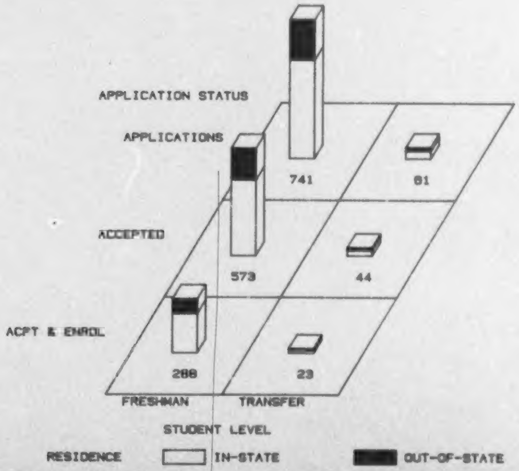
Actual and Projected Enrollment
1970 to 1986



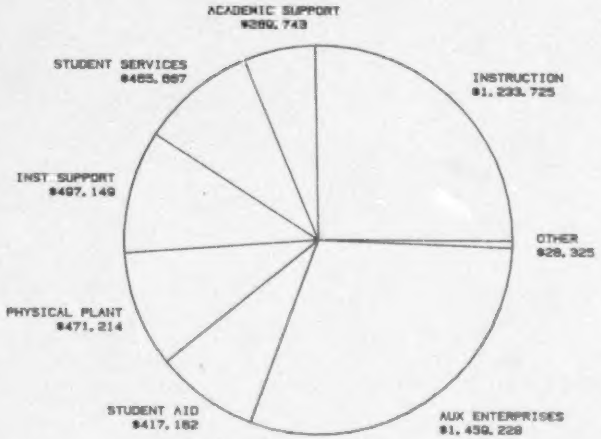
Total Headcount Enrollment
Fall 1980



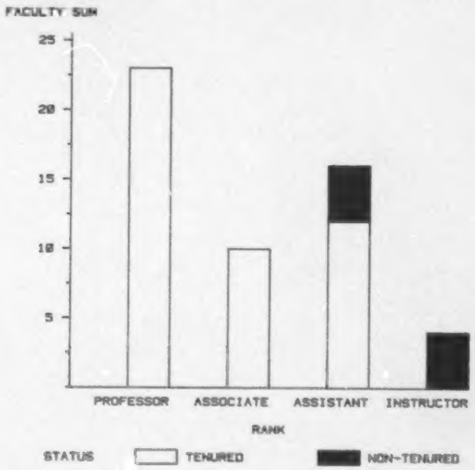
Admission Applications by Level
Fall 1980



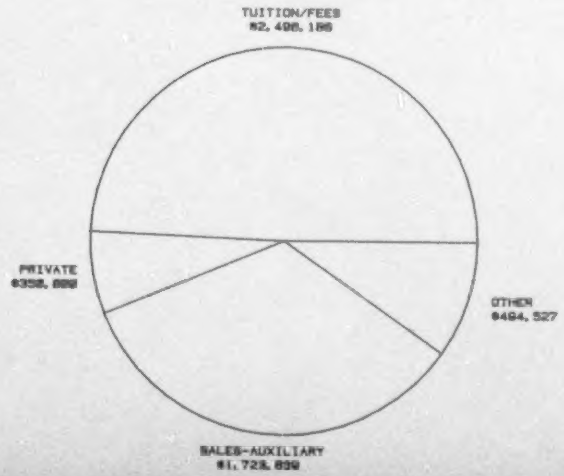
Funds Expenditures
Fiscal Year 1979–80



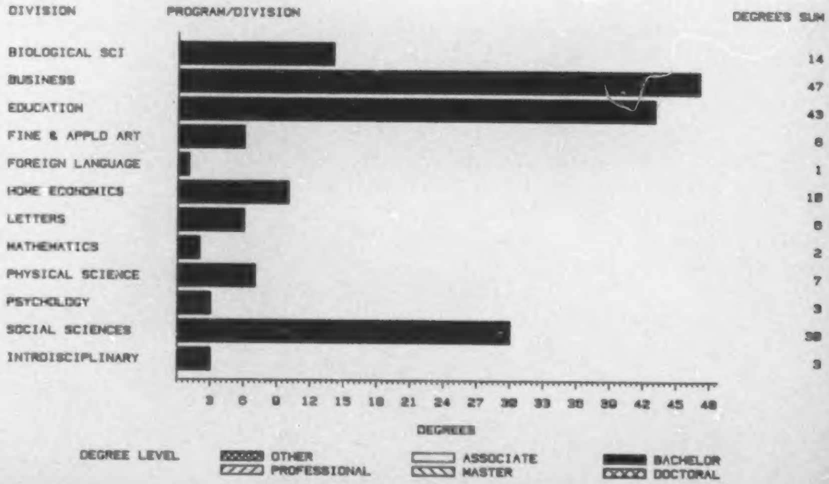
Tenure of Full-Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



Eastern Mennonite College

Harrisonburg

Eastern Mennonite College is a liberal arts college of the Mennonite Church. The College offers both Bachelor of Arts and Bachelor of Science degrees. Professional and pre-professional programs are emphasized. At present, a diploma is granted for completion of a two-year program, but plans for awarding associate degrees are being considered.

The seminary arm of the College offers the Master of Divinity and the Bachelor of Divinity degrees. Together, the College and the Seminary offer a two-year program leading to a Master of Arts in Religion. The College plans for a master's degree program for parochial school teachers.

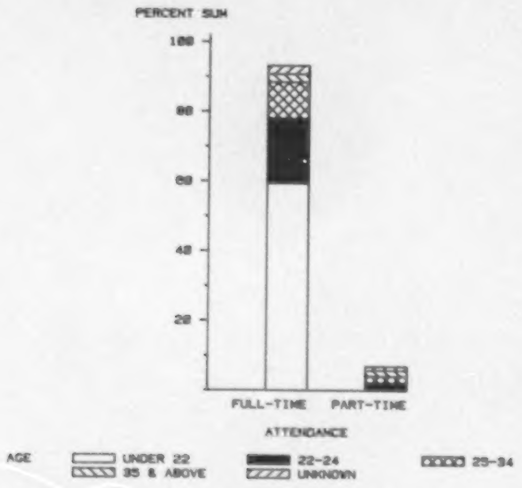
Eastern Mennonite College serves the Mennonite Church and the broader Christian community, both by providing persons who will, through teaching and example, assist the church in the pursuit of its mission and meaning, and by demonstrating responsible stewardship in receiving and offering its material resources. In addition, EMC strives to guide students through academic disciplines which will enhance their abilities to read critically, think clearly, communicate effectively, and inquire persistently, and which will instill attitudes and habits for life-long, self-directed learning.

The College attempts to use its resources and to educate students who will, in turn, use their resources to improve the welfare of all human kind by working toward world peace, just social structures, and equality of access to the basic human necessities for life and dignity.

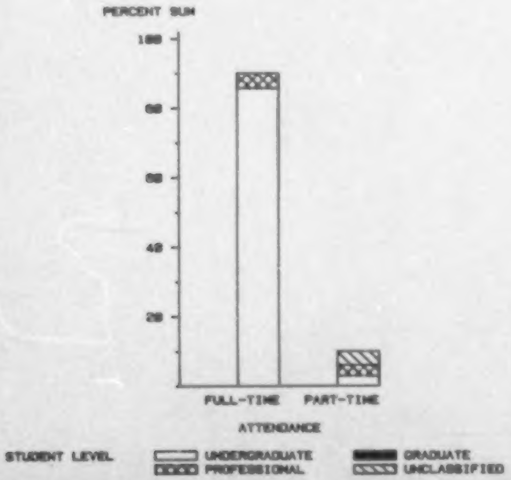
The College does not anticipate major changes in curriculum or program offerings. The enrollment in the teacher education program is expected to continue to increase and therefore there may be some expansion in this curriculum. The areas of chemistry and biology may also experience some growth. A major thrust will be the further development of the business program with significant enrollment increases in this area.

The College will continue to strengthen its liberal arts and humanities emphasis for all students; however, this is not expected to result in an enrollment growth in these areas. The major future emphasis will be on program quality, a professionally developing faculty, and adequate facilities and equipment for all programs.

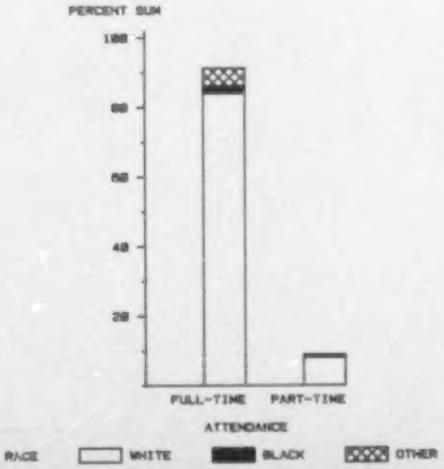
Enrollment by Age
Fall 1979



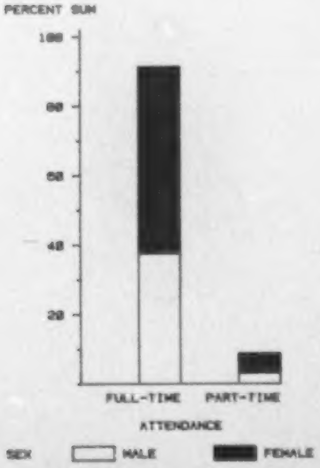
Enrollment by Student Level
Fall 1980



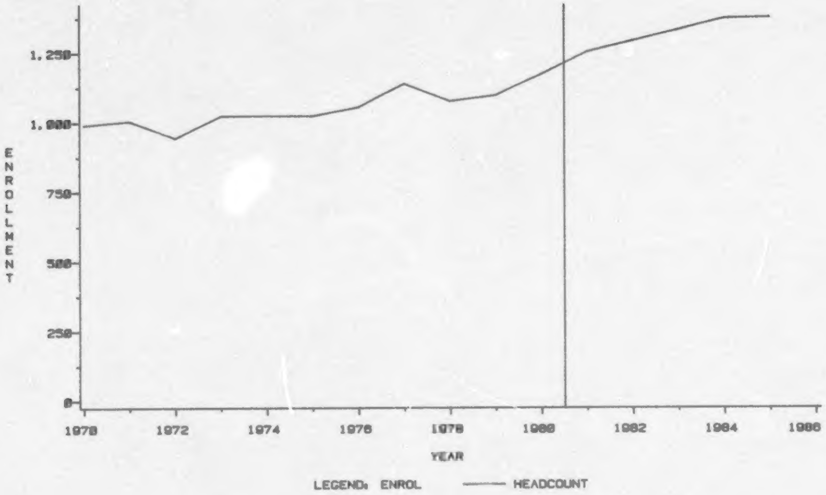
Enrollment by Race
Fall 1980



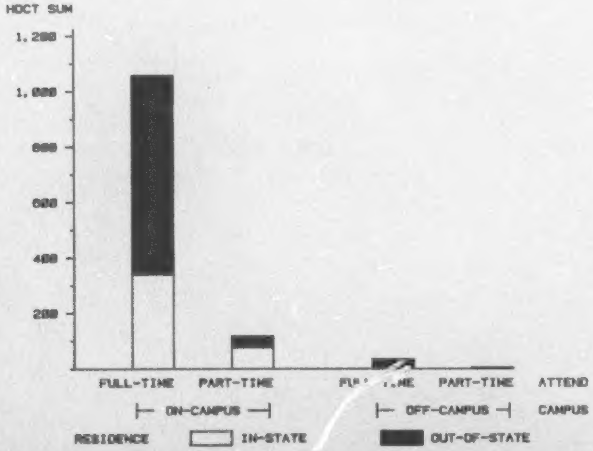
Enrollment by Sex
Fall 1980



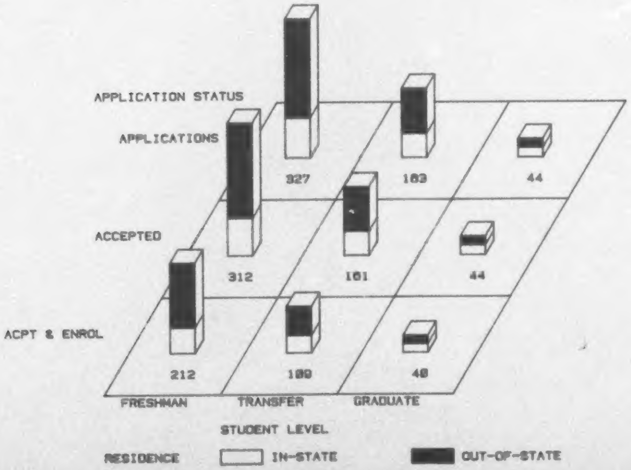
Actual and Projected Enrollment
1970 to 1986



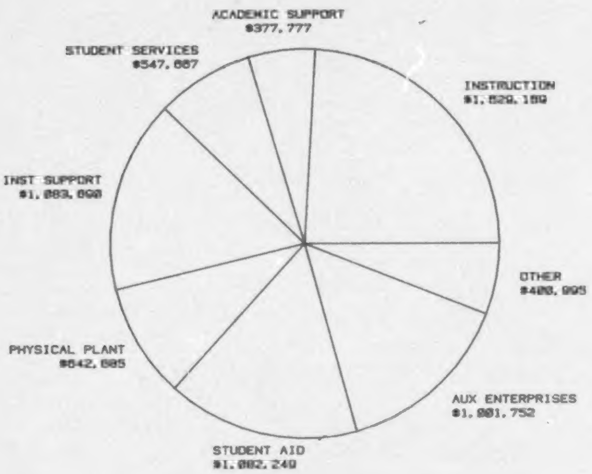
Total Headcount Enrollment
Fall 1980



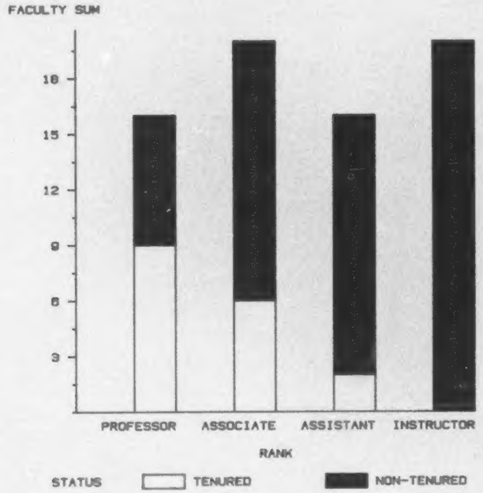
Admission Applications by Level
Fall 1980



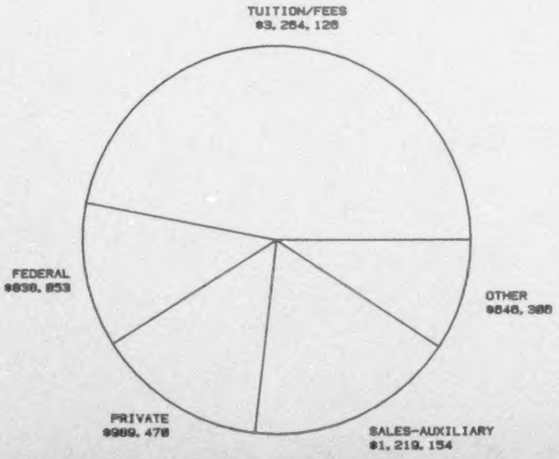
Funds Expenditures
Fiscal Year 1979–80



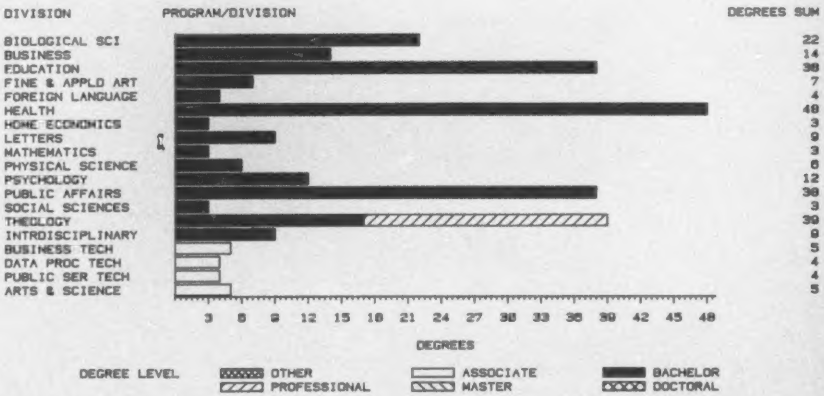
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



Eastern Virginia Medical School of the Eastern Virginia Medical Authority

Norfolk

In 1964 the General Assembly created the Norfolk Area Medical Authority as the Body responsible for the development of the Eastern Virginia Medical School.

In 1975 the General Assembly changed the name of the Authority to the Eastern Virginia Medical Authority to reflect more accurately the regional support for the Eastern Virginia Medical School. The EVMS operates a regional, community-based medical education system using both private and public support and the resources of the community to forward its educational activities.

The Medical School is currently a three-calender year program leading to a Doctor of Medicine degree; conversion to a four-calender year program is planned for July, 1983. The major aim is to produce scientifically able, compassionate practitioners with a major emphasis in primary care.

At present there are 96 students per class. This number represents the most efficient class size for the medical school.

The Medical School also provides continuing medical education programs for physicians in Eastern Virginia and through the Eastern Virginia Inter-Hospital Medical Education Committee (EVIMEC) provides continuing health education programs for staff members of the 28 area hospitals now affiliated with EVIMEC. The Medical School does not plan to own or operate a hospital but, acting in partnership with the communities of Eastern Virginia, will develop further the existing clinical educational and service programs in this area.

In 1978 the Eastern Virginia Medical Authority was granted permission to offer master's and Ph.D. degrees as well as a joint program in clinical Psychology (Psy.D.). The joint program is offered by the College of William and Mary, Old Dominion University, and the Eastern Virginia Authority in association with Norfolk State University.

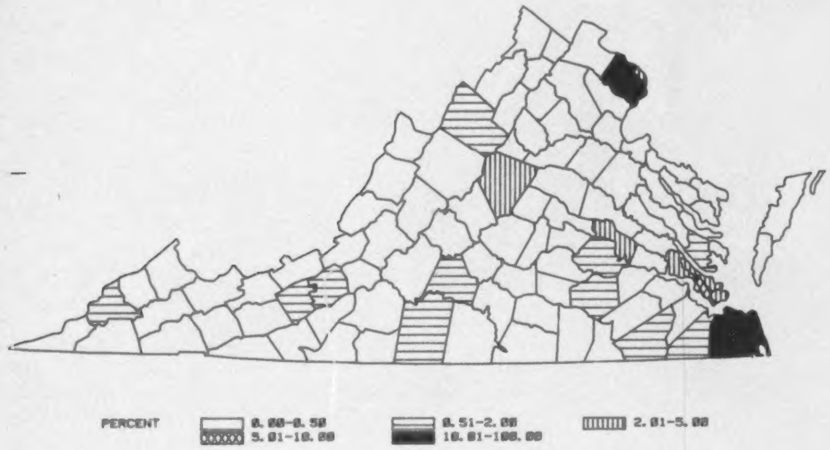
A similiar joint program at the Ph.D. level in biomedical sciences, using the resources of Old Dominion University and the Eastern Virginia Medical Authority, began in July, 1979. The Authority also offers a Master of Science program in Art Therapy and provides training sites for psychology interns.

In 1974 the Medical Authority organized the Eastern Virginia Graduate School of Medicine to oversee the post-M.D. residency training programs in the associated hospitals in Eastern Virginia. The Graduate School of Medicine now operates 17 different programs in 14 regional hospitals.

Currently over 850 members of the community have appointments to the faculty of the Eastern Virginia Medical School and are involved in curriculum development and its implementation at all levels of the medical education continuum.

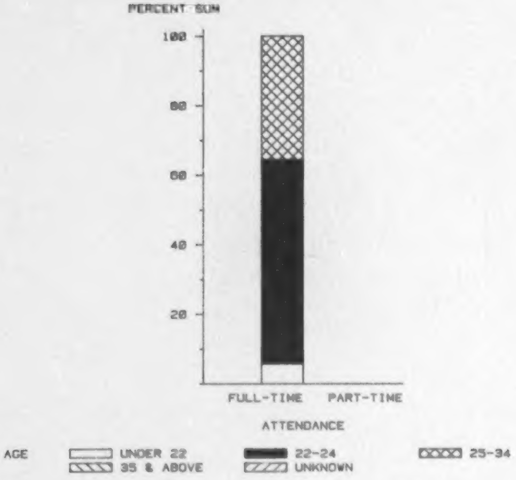
Percent of Headcount Enrollment by County

Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

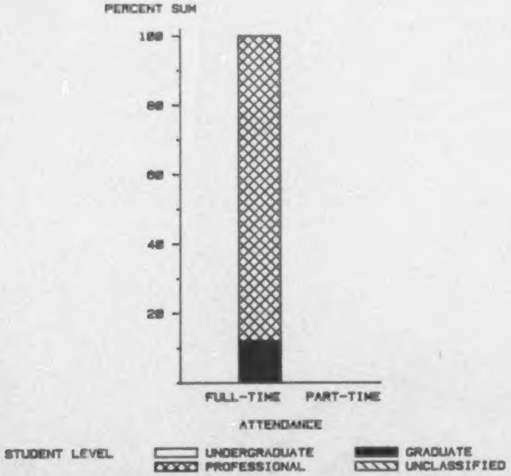
Enrollment by Age

Fall 1979



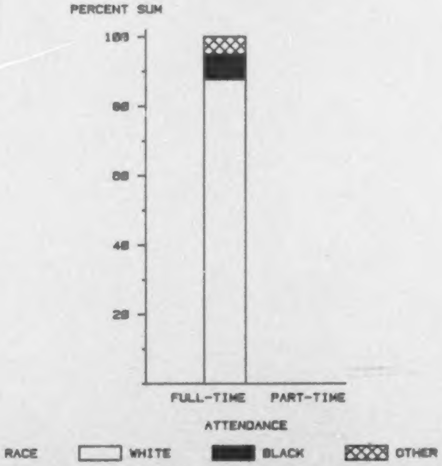
Enrollment by Student Level

Fall 1980



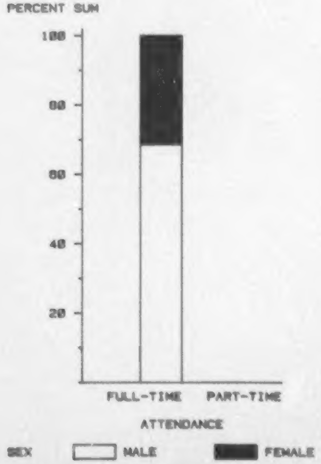
Enrollment by Race

Fall 1980



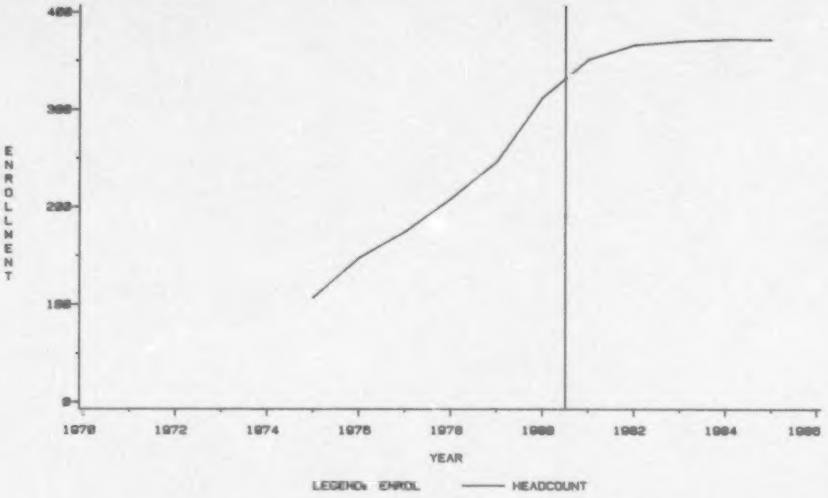
Enrollment by Sex

Fall 1980



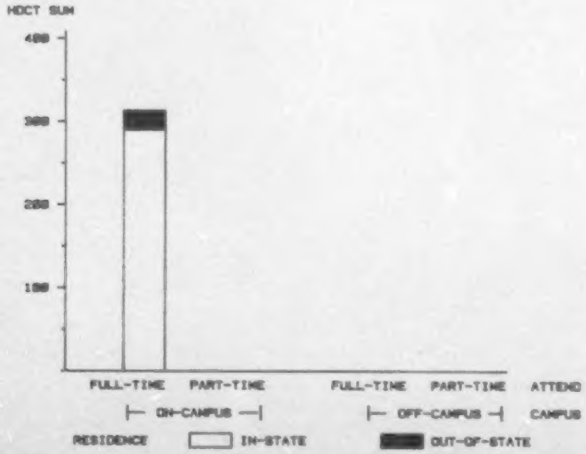
Actual and Projected Enrollment

1970 to 1986



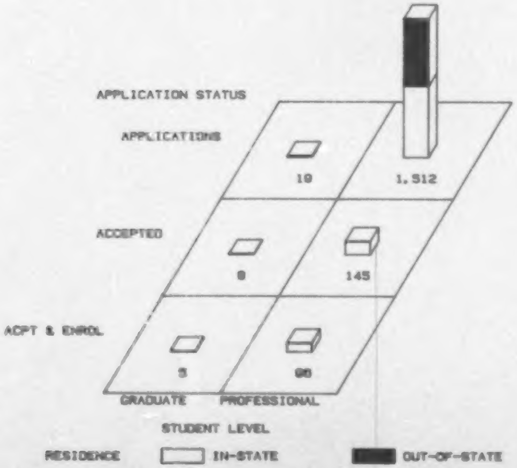
Total Headcount Enrollment

Fall 1980

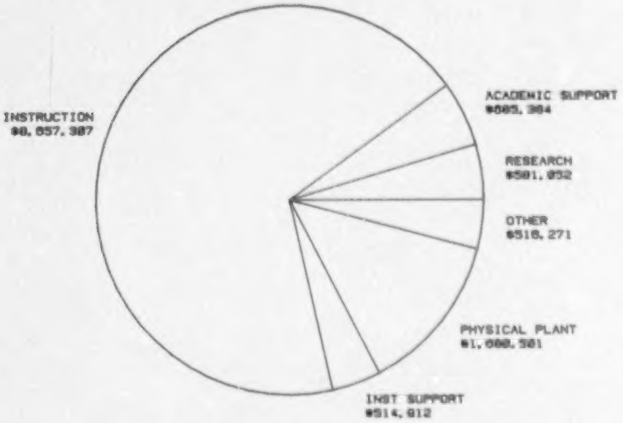


Admission Applications by Level

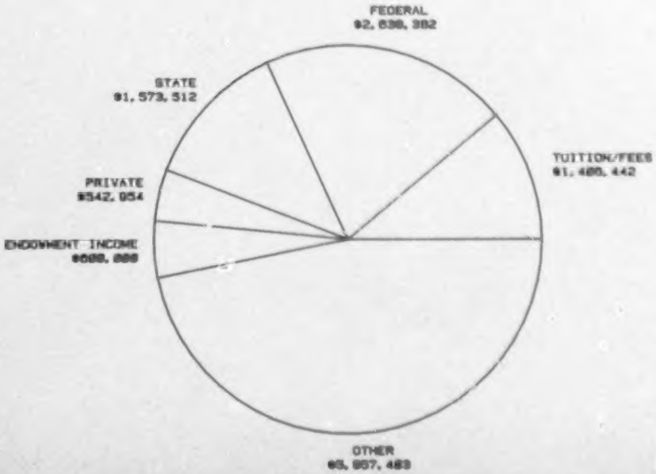
Fall 1980



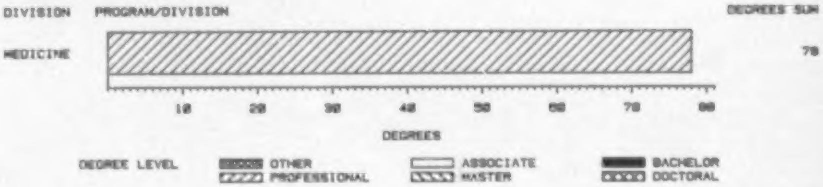
Funds Expenditures
Fiscal Year 1979-80



Sources of Funds Revenue
Fiscal Year 1979-80



Degrees Conferred
Academic Year 1980-81



Emory & Henry College

Emory

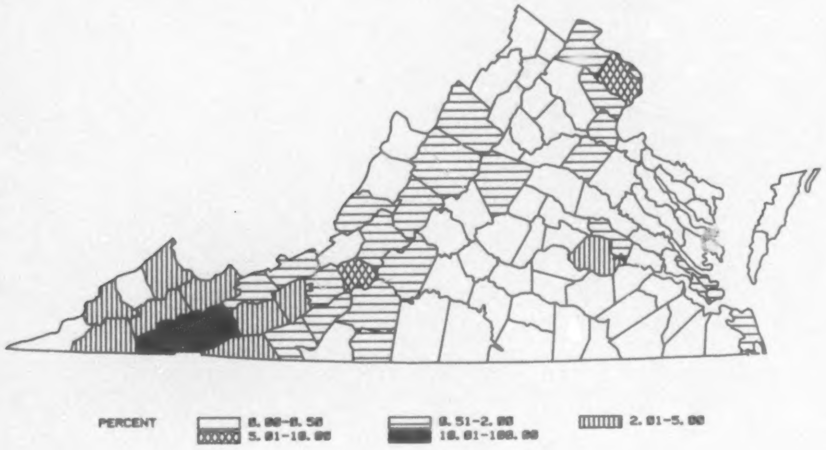
Emory and Henry College is a coeducational, liberal arts college granting the undergraduate degrees of Bachelor of Arts and Bachelor of Science. The numbers of men and women are approximately equal, with about three-fourths of the students living on the campus.

The College operates under a charter granted by the Commonwealth of Virginia on March 25, 1839, and since its founding has been related to the Holston Conference of the United Methodist Church. It is the oldest educational institution in Southwest Virginia and one of the few schools in the South which originally opened as a college and continued under its original name. Primary emphasis is on quality of instruction, with 80 percent of the teaching faculty holding earned doctorates. The location of the College affords it an opportunity to serve a primarily rural region in providing cultural and library facilities, concerts, and theater, all of which are open to the public. In addition, the College involves its faculty and students in regional programs of field study and research.

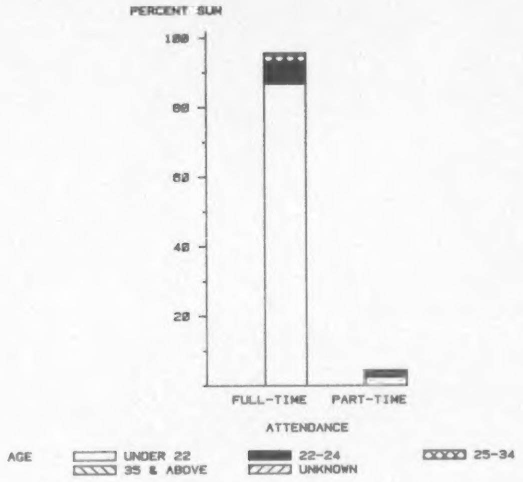
The Bachelor of Arts and Bachelor of Science degrees may be earned in 21 disciplines or a variety of interdisciplinary programs involving the humanities, social sciences, and sciences. Cooperative degree programs in engineering (with Tulane University, North Carolina State University, and Georgia Institute of Technology), in forestry (with Duke University), and in medical technology are also offered. Cultural enrichment programs, along with intercollegiate and intramural athletics and student-oriented recreational activities, complement the academic environment. The College's programs in teacher preparation are accredited under the "approved program" approach by the Virginia State Department of Education. This approval carries with it reciprocity agreements, through the National Association of State Directors of Teacher Education and Certification (NASDTEC) and through the Interstate Certification Contracts, with a total of 33 states.

Twenty-eight states and nine foreign countries are represented in the College's student body, with the largest number of students coming from Virginia, Tennessee, and North Carolina. The College intends to remain small and residential.

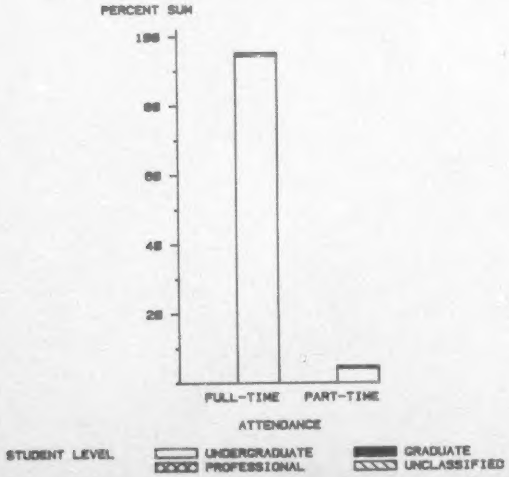
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

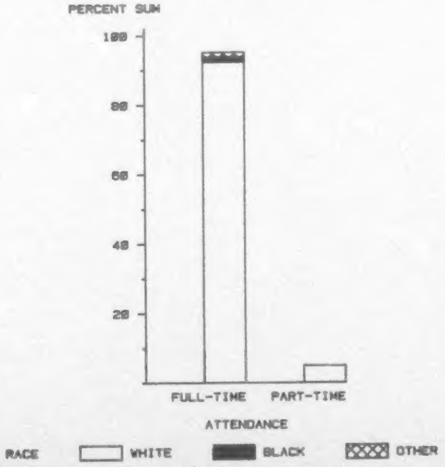
Enrollment by Age
Fall 1979



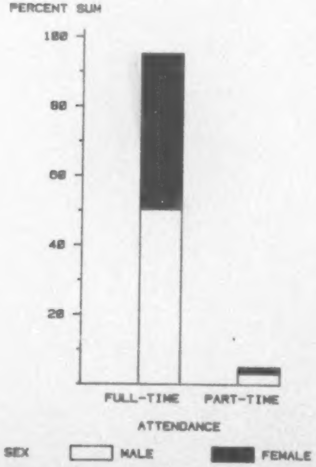
Enrollment by Student Level
Fall 1980



Enrollment by Race
Fall 1980

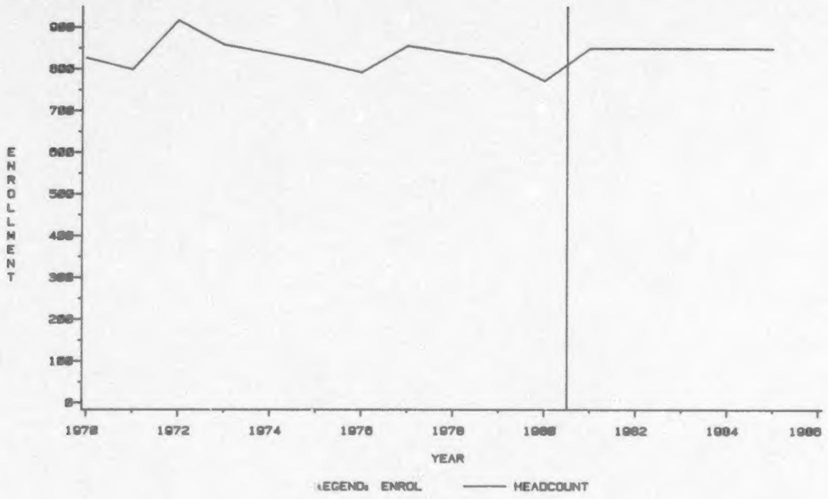


Enrollment by Sex
Fall 1980



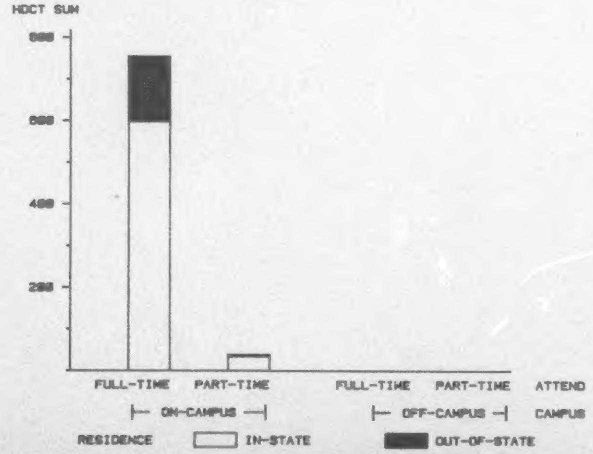
Actual and Projected Enrollment

1970 to 1986



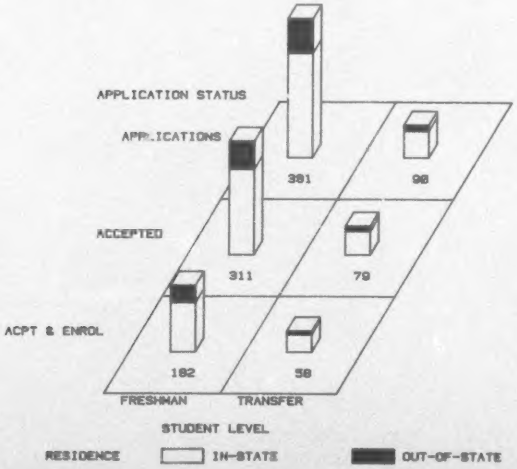
Total Headcount Enrollment

Fall 1980

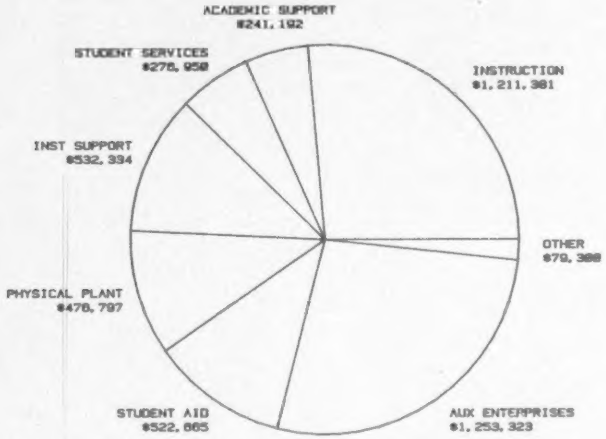


Admission Applications by Level

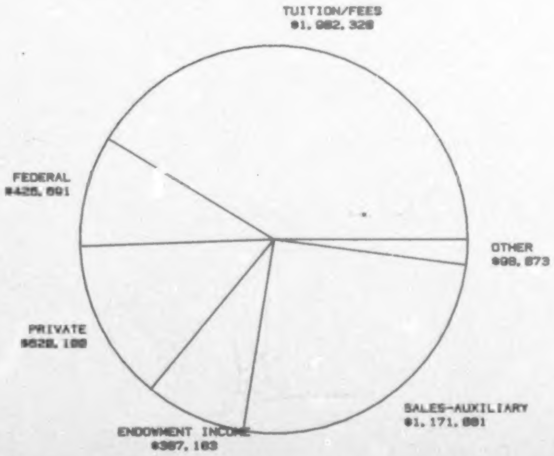
Fall 1980



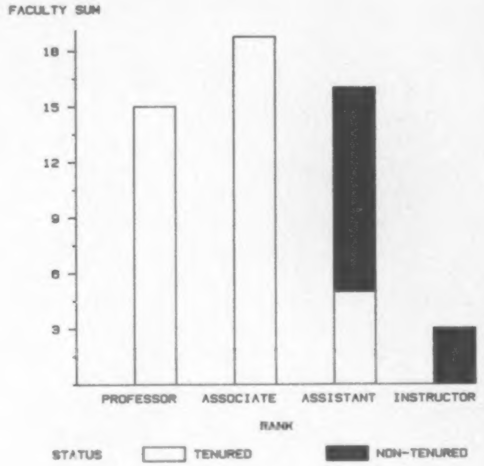
Funds Expenditures
Fiscal Year 1979–80



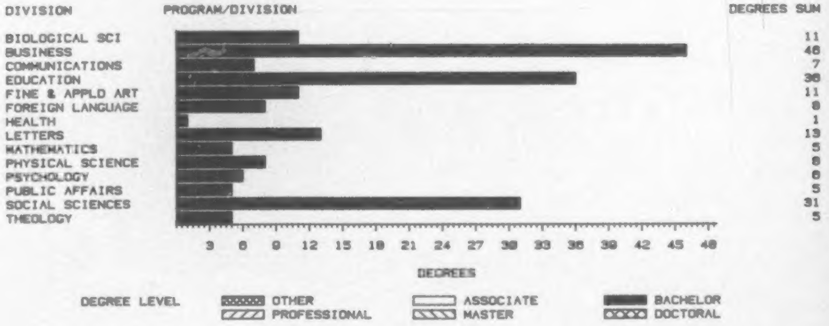
Sources of Funds Revenue
Fiscal Year 1979–80



Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Degrees Conferred
Academic Year 1980–81



Ferrum College

Ferrum

Ferrum College, an accredited baccalaureate institution, received its charter in 1914 and was originally known as Ferrum Training School. At that time, it offered only elementary and secondary education but operated six branch schools in the Virginia mountains. In 1926 a two-year college department was added. As public education in the area improved, Ferrum became exclusively a two-year college in 1955. Ferrum College was awarded accreditation as a four-year institution in 1976. The College was organized by, and continues to be associated with, the Virginia United Methodist Conference.

Ferrum College is coeducational and residential. It currently offers programs for bachelor degrees in nine program areas. The College also awards the associate degree from its junior college program.

As a private college, 70 percent of Ferrum's activities are focused on instruction, 20 percent on public service, and 10 percent on research. Ferrum has a tradition of serving the community in which it is located and the Commonwealth of Virginia, and has expanded its service area into Appalachia and along the Eastern Seaboard.

One of the institution's emphases is to offer programs, leading to the associate degree, which may be easily transferred to other senior institutions. The academic programs offered at the junior college level are 20 percent in the career and professional area and 80 percent in the liberal arts.

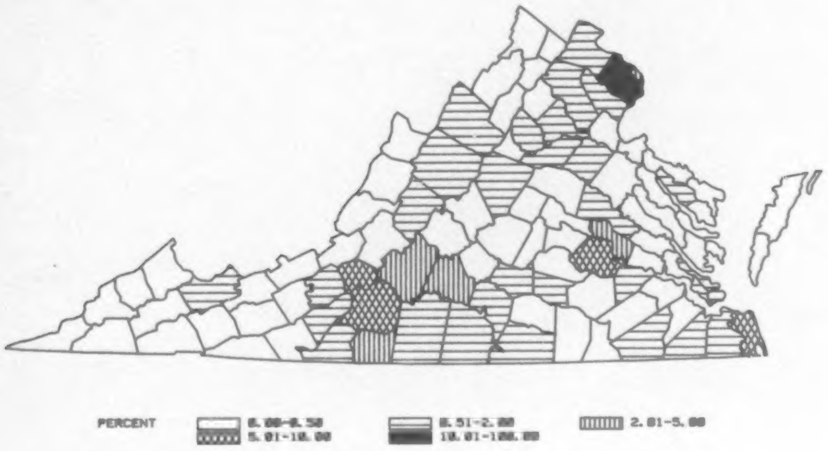
The College offers baccaluareate degrees in nine program areas. They include environmental studies, religious studies, leisure services, public affairs and administration, small business enterprise, psychological studies, social work, educational theatre, and general agriculture.

Future expansion plans will focus on broadening course offerings and developing a variety of teaching methods.

Student distribution is projected to continue in a pattern similar to the past, with 90 percent of the students residing on campus and pursuing a full-time academic program. The institution plans to maintain a 50/50 balance in male and female students. Ferrum seeks to include a cross-section (youth and adults) of the regional population among its student population, as well as representation from all economic and ethnic groups. Special effort is given to the inclusion of economically and educationally disadvantaged persons. The current level of enrollment, 1,500 students, is expected to be maintained through the 1980's.

Percent of Headcount Enrollment by County

Fall 1979


PERCENT
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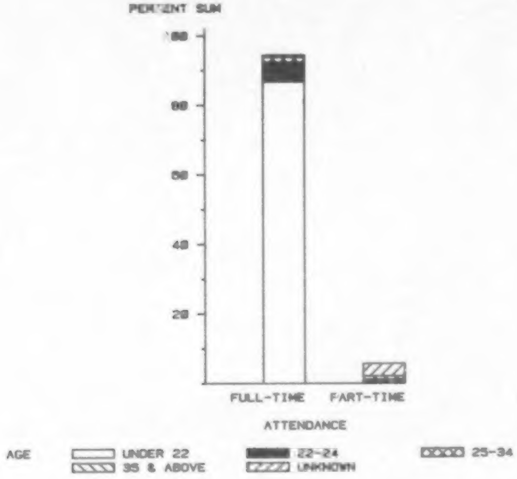
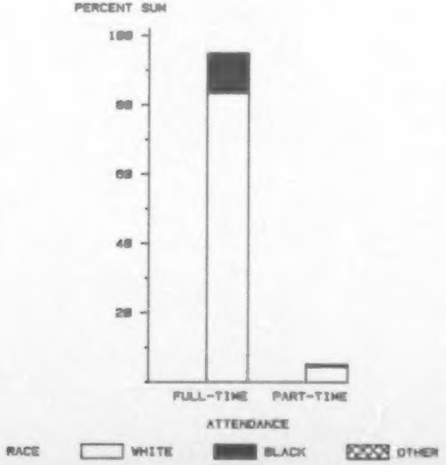
Enrollment by Age

Fall 1979



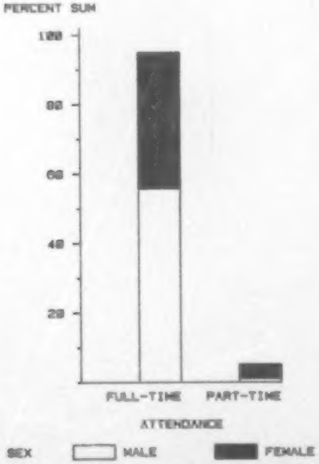
Enrollment by Race

Fall 1980

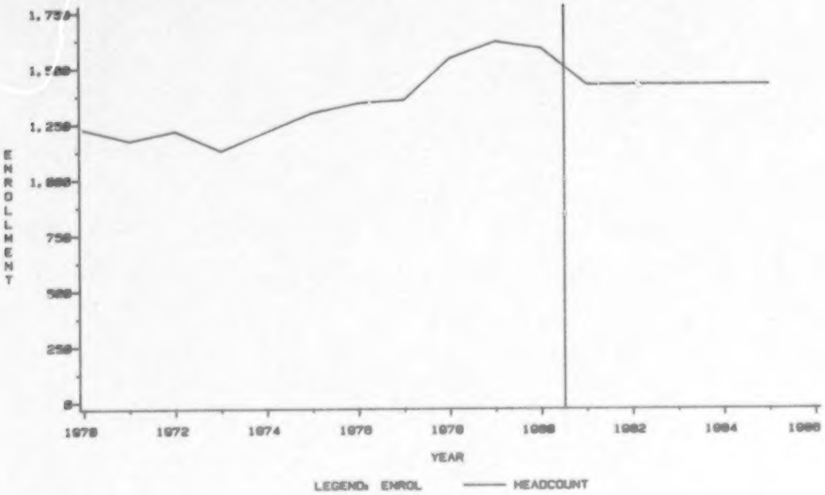


Enrollment by Sex

Fall 1980

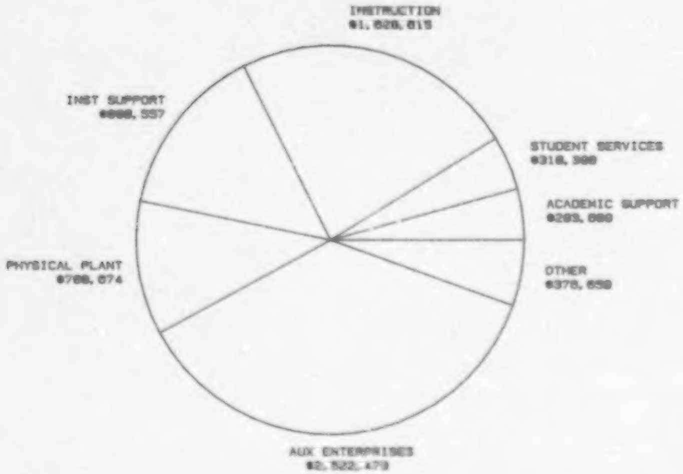


Actual and Projected Enrollment
1970 to 1986



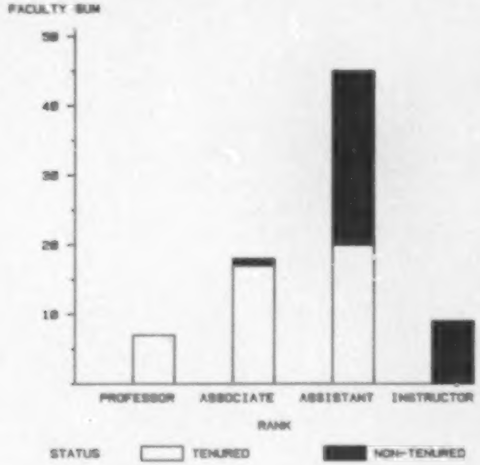
Funds Expenditures

Fiscal Year 1979-80



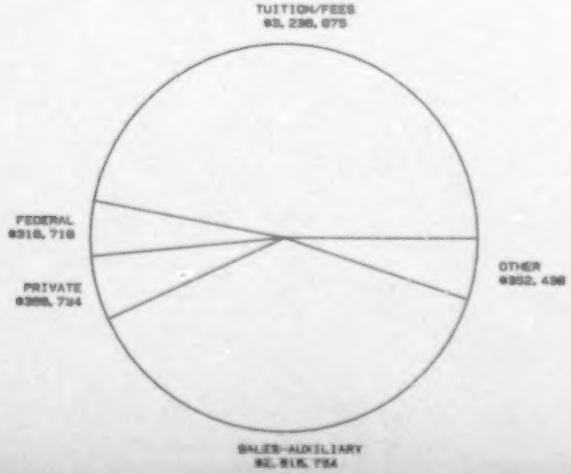
Tenure of Full-Time Instructional Faculty

Academic Year 1980-81



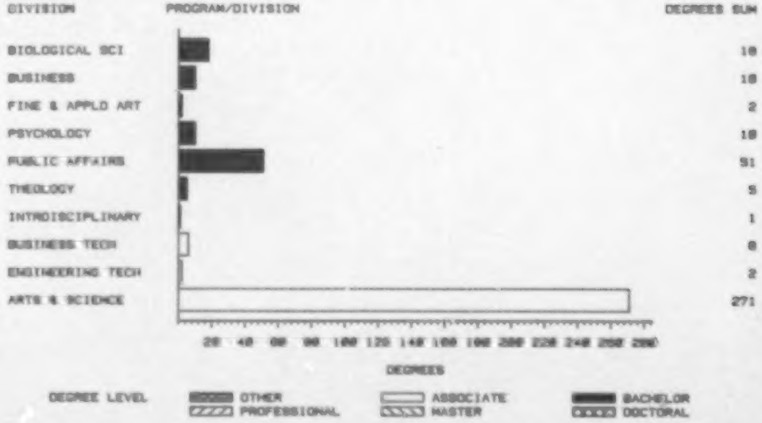
Sources of Funds Revenue

Fiscal Year 1979-80



Degrees Conferred

Academic Year 1980-81



Hampden-Sydney College

Hampden-Sydney

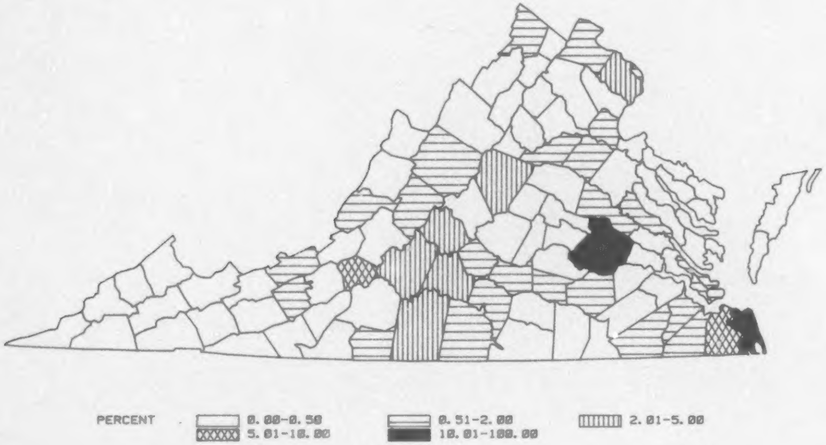
Hampden-Sydney, a four-year liberal arts college for men, has been in continuous operation since January 1776. The College is committed to the belief that liberal education provides the best foundation not only for a professional career but also for the great moral and intellectual challenges of life. In this regard the institution emphasizes to its students that they should search for truth and should seek to develop an objectivity of thought, a sensitive moral conscience, a dedication to responsible citizenship, and an appreciation of the Christian faith.

The College offers the Bachelor of Arts and the Bachelor of Science degrees and prepares students for professional training in law, medicine, government, teaching, the ministry, and other career fields.

Basic to the success of the College's program is the faculty, 90 percent of whom hold earned doctorates in their fields. The student/faculty ratio is 13/1, and the average class size is 20 to 25. While the College places primary emphasis on teaching skills, faculty research is encouraged as an aid to improving the quality of teaching.

About 62 percent of Hampden-Sydney's 770 students, all men with the exception of exchange students, are from Virginia. The College is actively recruiting students from broader geographic, ethnic, and cultural backgrounds.

Percent of Headcount Enrollment by County
Fall 1979


PERCENT
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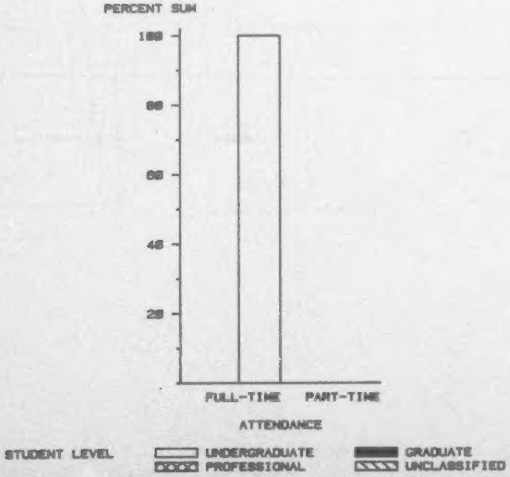
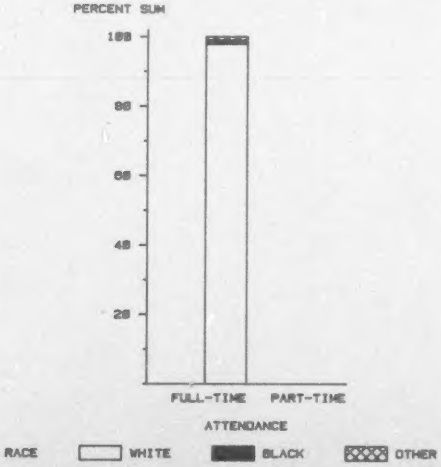
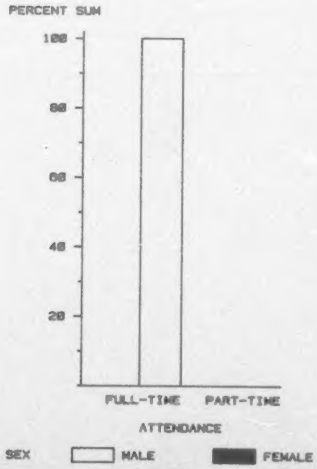
Enrollment by Student Level
Fall 1980



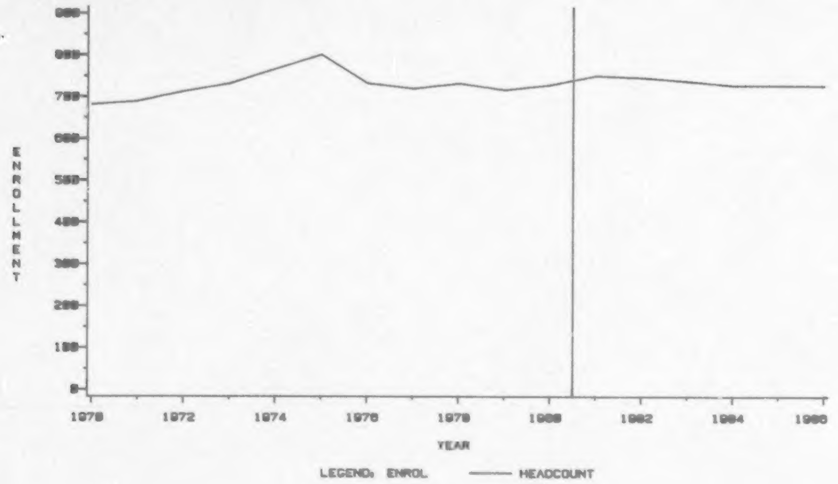
Enrollment by Race
Fall 1980



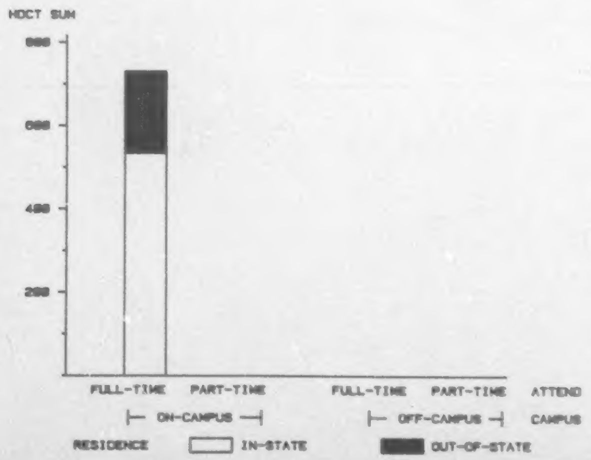
Enrollment by Sex
Fall 1980



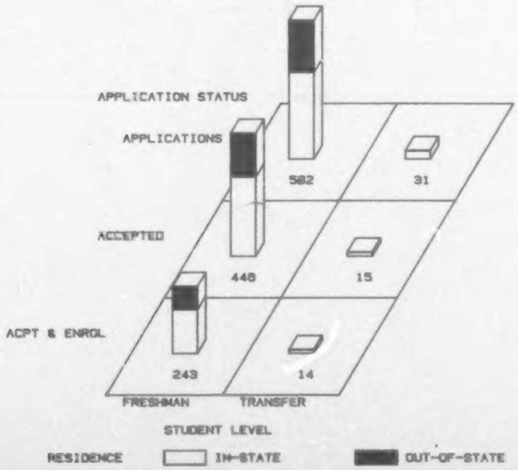
Actual and Projected Enrollment
1970 to 1986



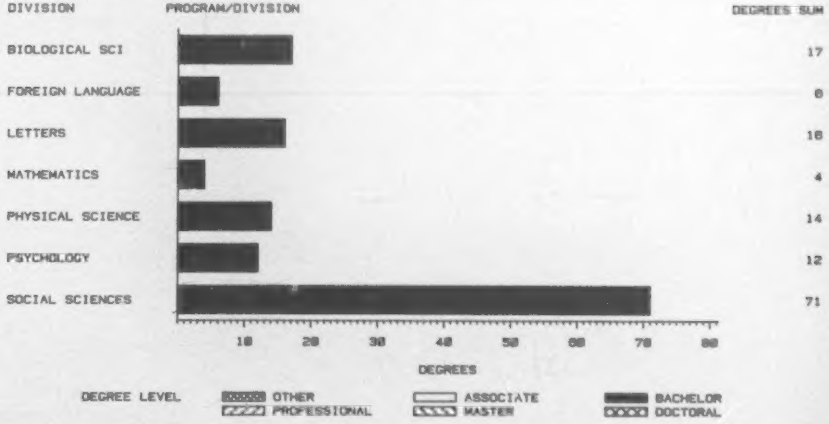
Total Headcount Enrollment
Fall 1980



Admission Applications by Level
Fall 1980



Degrees Conferred
Academic Year 1980-81



Hampton Institute

Hampton

Hampton Institute was founded in 1868 by Samuel Chapman Armstrong, a 27-year-old Union Brevet Brigadier General who sought to provide "an education for life" for former slaves. A small, private, residential, coeducational, liberal arts college, Hampton offers educational opportunities to qualified students regardless of race, color, creed, sex, or extent of handicap.

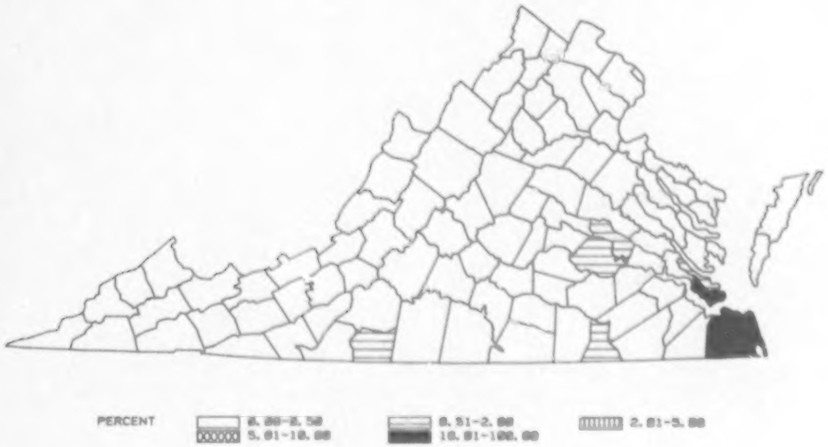
The College is organized into five undergraduate schools and a division of Graduate and Continuing Studies. The undergraduate schools are: Arts and Letters, Business, Education, Nursing, and Pure and Applied Sciences. The Graduate Division offers the Master of Arts and the Master of Science, which may be earned in the following areas: administration, communication disorders, elementary education, guidance and counseling, secondary education, and supervision (Master of Arts); biology, communication disorders and nursing (Master of Science). Among the new curricular program thrusts are a major in marine science, an M.B.A. program in business, a Scientific Research Center, a continuing education program, and a program which will concentrate on building trades to prepare students as teachers as well as skilled workers.

Top priority is given to good teaching at Hampton Institute, which has a faculty-student ratio of 1/15. Hampton remains faithful to its traditional commitment of coping with the problems of educating students whose academic and personal growth, potential and promise may have been inhibited by lack of economic, social, and educational opportunity.

The student body is composed of men and women from 40 states and seven foreign countries. There are 221 faculty, 42 percent of whom hold the doctoral degree.

The College's 204-acre waterfront campus, affectionately known by students and alumni as their "home by the sea," is designated as a National Historic Landmark.

Percent of Headcount Enrollment by County
Fall 1979


PERCENT
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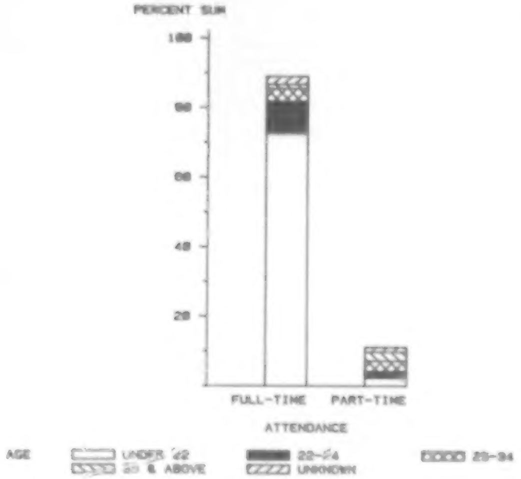
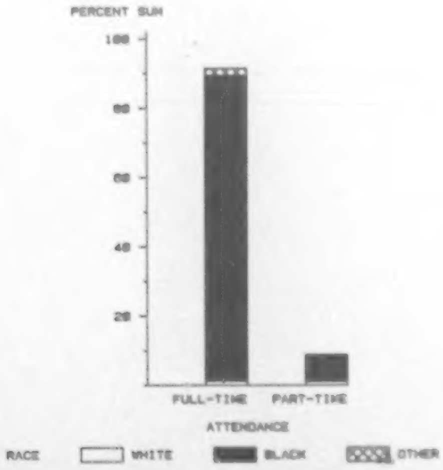
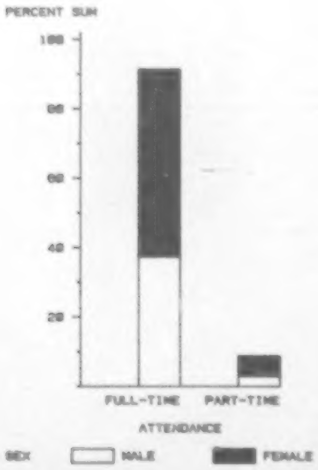
Enrollment by Age
Fall 1979



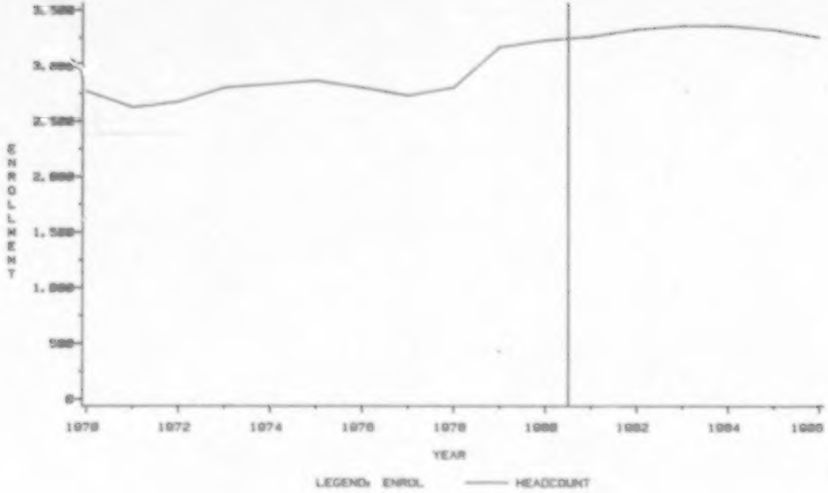
Enrollment by Race
Fall 1980



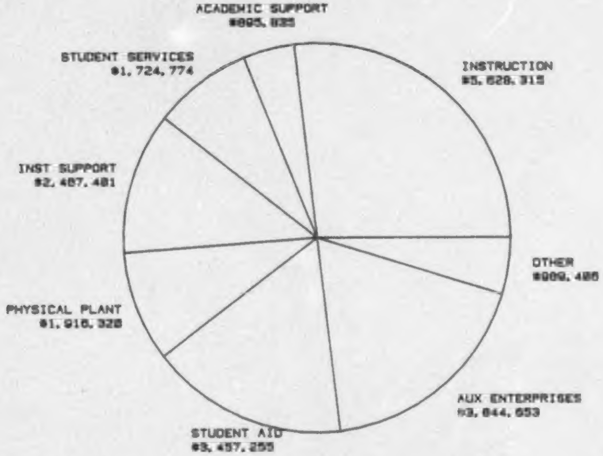
Enrollment by Sex
Fall 1980



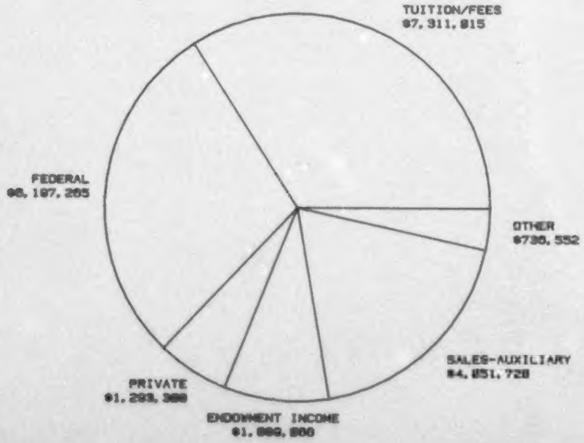
Actual and Projected Enrollment
1970 to 1986



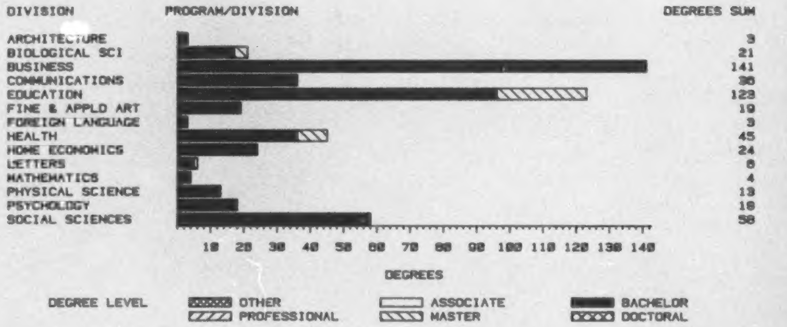
Funds Expenditures
Fiscal Year 1979–80



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



Hollins College

Hollins

Founded in 1842, Hollins is an independent, nondenominational college for women dedicated to a liberal arts program of the highest quality.

The College was founded 140 years ago to give young women "the same thorough and rigid mental training as that afforded to young men." More than a century later, Hollins reaffirmed its determination to remain a college for women and strengthened its commitment to providing excellent education for women in today's world.

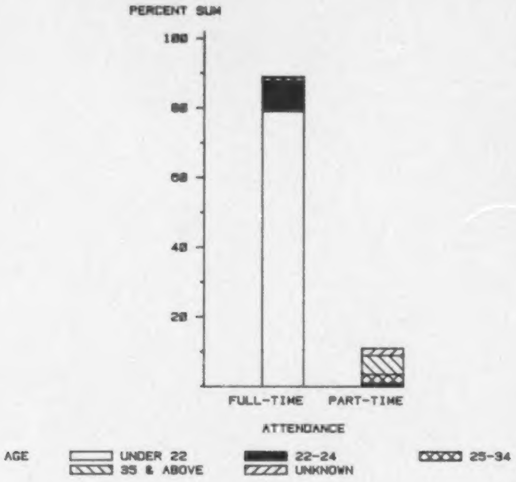
The College awards the bachelor of arts degree in 35 fields and the master of arts degree in English and creative writing, psychology, liberal studies, and theatre arts. Particular emphasis is placed on business and economics, English, the sciences, and art and on such non-traditional areas as Russian studies, statistics and film.

The 850 undergraduates reside on the 450-acre campus, located a few minutes from downtown Roanoke. Classes are small, with a student/faculty ratio of 10/1. Students come from 40 states and the District of Columbia and such foreign countries as the People's Republic of China, India, Sweden, Kenya, Malaysia, and Saudi Arabia.

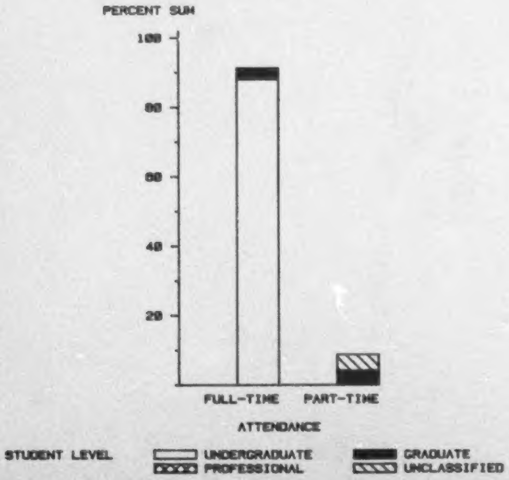
Students take four courses during the two 12-week terms and have a four-week term in January and Febrary for career internships, independent studies, and special courses.

Through the college's Hollins Abroad London and Hollins Abroad Paris programs, 120 students live and study abroad each year.

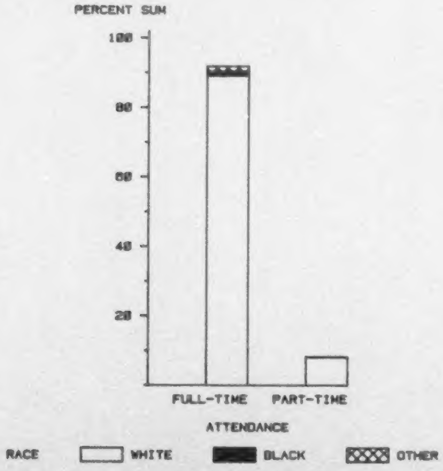
Enrollment by Age
Fall 1979



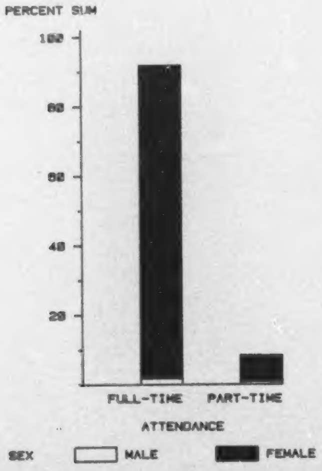
Enrollment by Student Level
Fall 1980



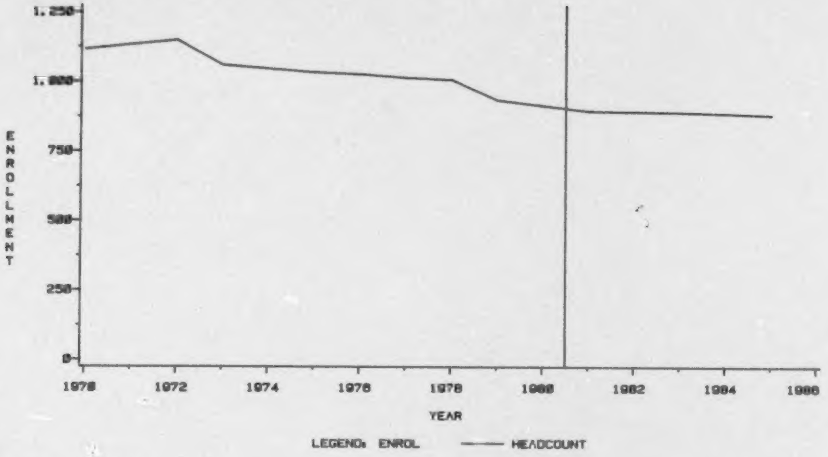
Enrollment by Race
Fall 1980



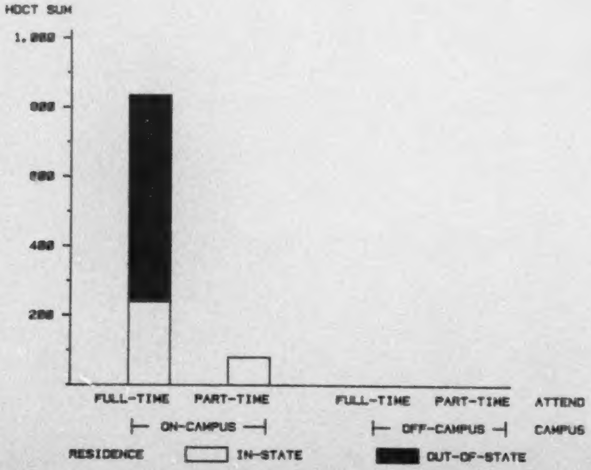
Enrollment by Sex
Fall 1980



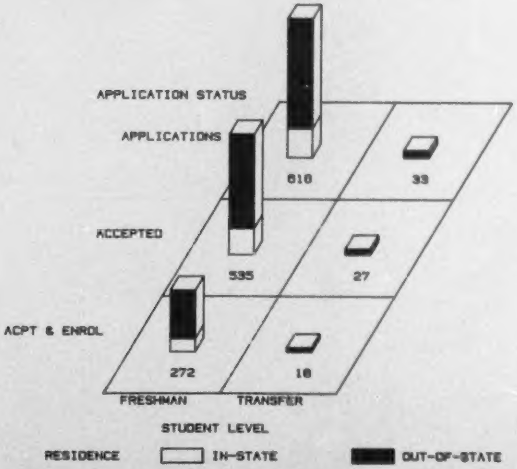
Actual and Projected Enrollment
1970 to 1986



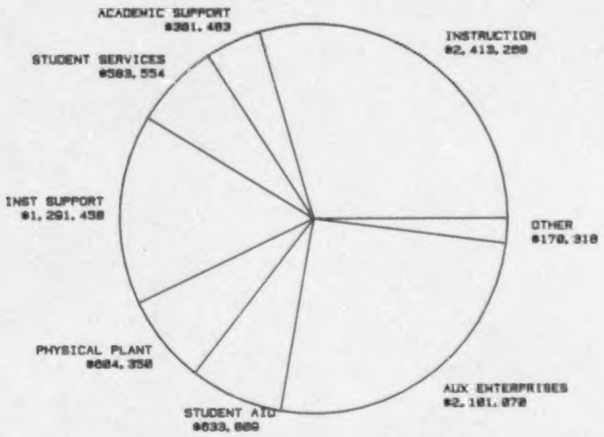
Total Headcount Enrollment
Fall 1980



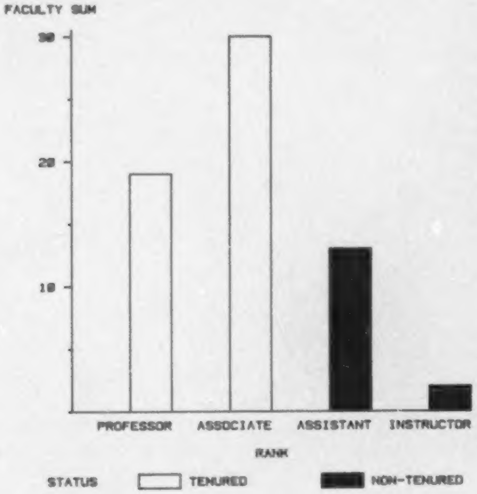
Admission Applications by Level
Fall 1980



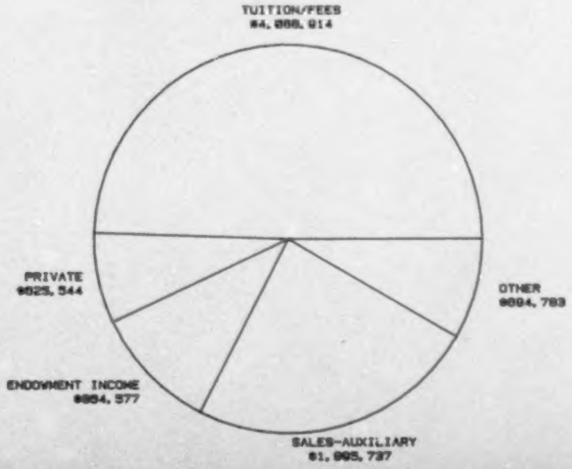
Funds Expenditures
Fiscal Year 1979–80



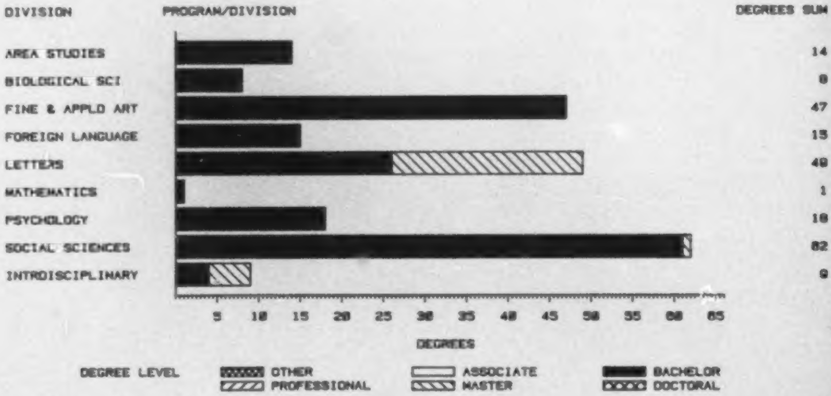
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



Institute of Textile Technology

Charlottesville

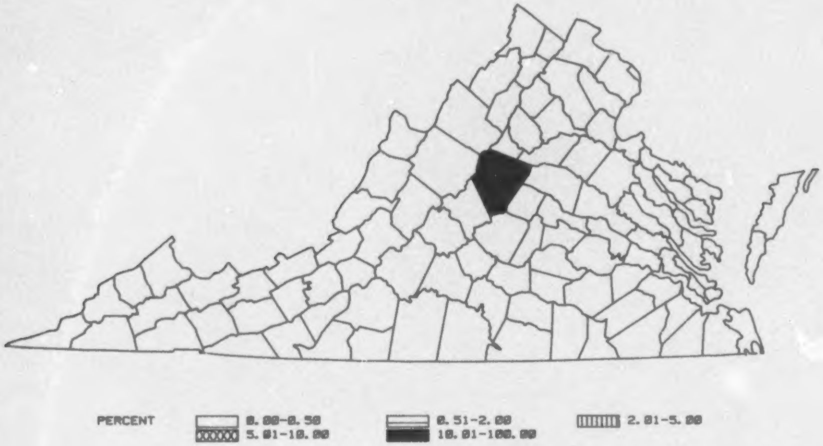
The Institute was established and is maintained exclusively for educational, scientific, and literary purposes. Its three principal objectives are: to train individuals at the graduate level in the fundamental sciences and in textile technology; to conduct research on textile materials and processes; and to maintain a library and information service to keep the scientific community informed of technological developments throughout the world in textiles and related fields.

Each member company of the Institute provides financial support to the organization and appoints representatives to the Technical Advisory Committee, composed of textile industry executives and technical personnel who meet twice a year with the Institute faculty.

For acceptance into the graduate school of the Institute, a student must be awarded a fellowship. Approximately ten of these are awarded each year to students who major in the physical sciences, mathematics, or textiles and have an interest in textile careers. The granting of degrees depends not only on credits for academic courses, but also upon demonstrated research ability and satisfactory completion of an approved thesis project plus the knowledge gained from practical experiences in the textile industry. Normally in this program the student will devote one-half of the time to formal classes and the remaining one-half to research. Periodically, fellowships are granted for study at the doctoral level.

The Institute of Textile Technology is a tax exempt, educational, scientific and literary organization supported by textile companies located throughout North America. Chartered in 1944, it was located in Charlottesville in order to have access to the textile industry in the Southeast and New England, as well as the Canadian textile industry, and so that it could utilize the various resources of the University of Virginia. The Institute offers the Master of Science degree, a two-year program, and the Doctor of Philosophy degree. The Institute is unique, with a very small, selective enrollment and a primary mission of advancing the knowledge base with respect to textiles and related fields. It will continue to remain small and selective.

Percent of Headcount Enrollment by County
Fall 1979


PERCENT
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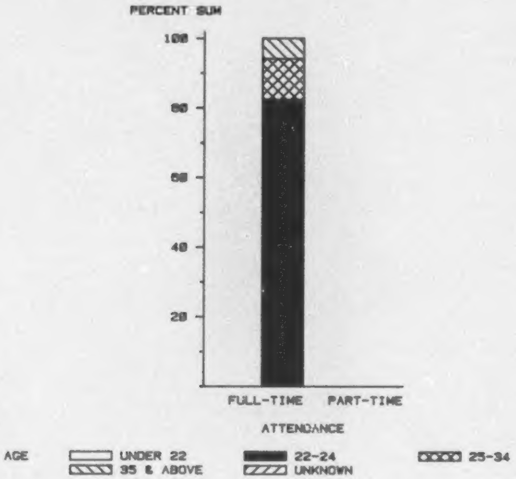
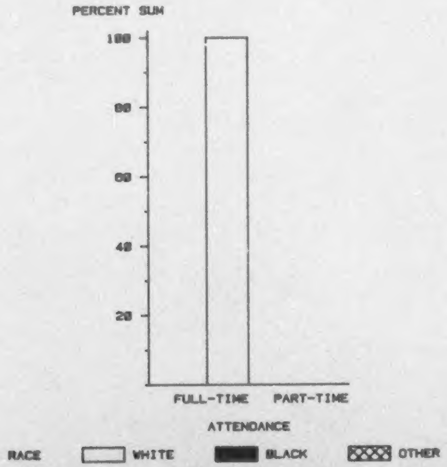
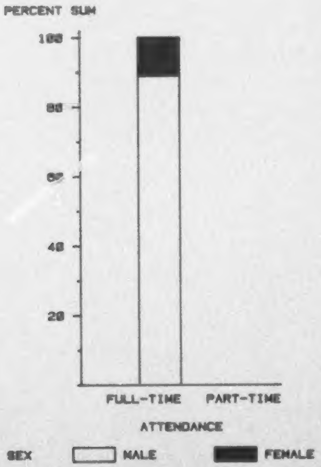
Enrollment by Age
Fall 1979



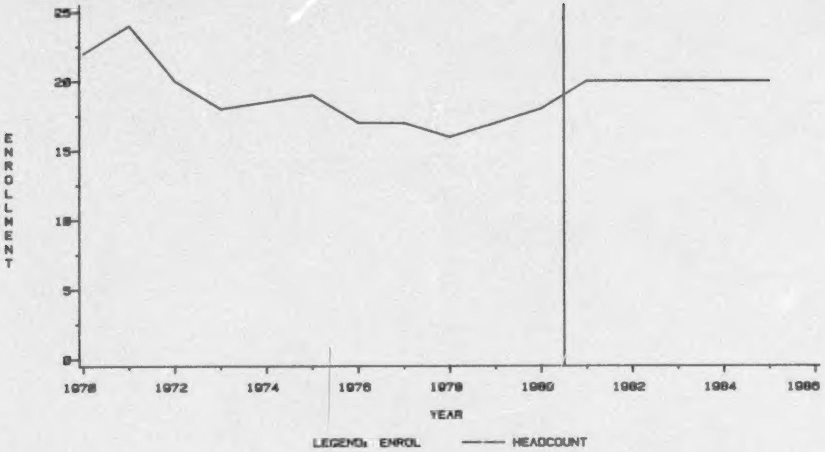
Enrollment by Race
Fall 1980



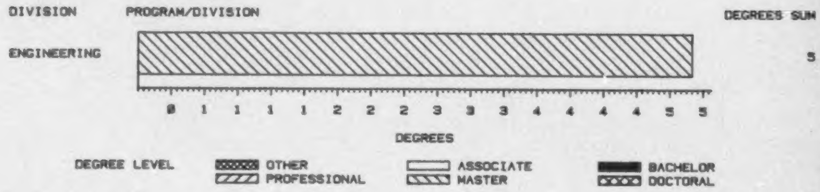
Enrollment by Sex
Fall 1980



Actual and Projected Enrollment
1970 to 1986



Degrees Conferred
Academic Year 1980–81



Liberty Baptist College

Lynchburg

Liberty Baptist College, founded in 1971, is a coeducational liberal arts college offering the Bachelor of Science degree. The enrollment in Fall, 1981, was 3,291.

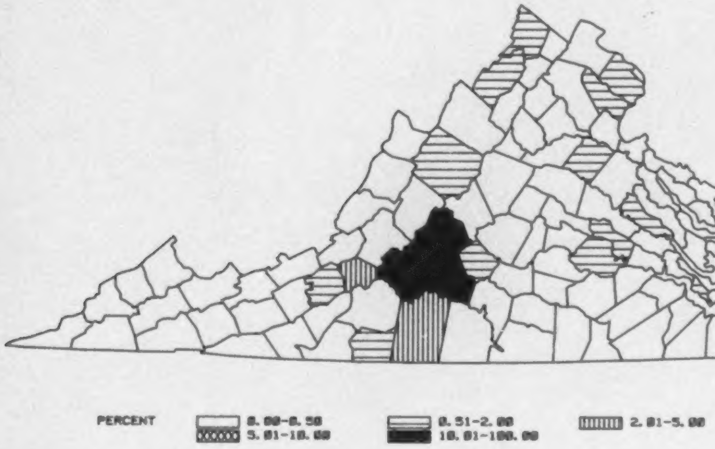
The college emphasizes scholarship in an environment of fundamental Christianity. The curriculum is action-oriented. Each student has many opportunities to use in a practical way the knowledge obtained in the classroom.

The campus is approximately 4,000 acres. A building program began in 1977. As the student body increases, additional buildings will be constructed to accommodate all of the necessary support services.

Accounting, business administration, business education, executive secretarial science, drama, drama education, English, English education, speech oral interpretation, speech-public address, speech-pathology, speech education, elementary education, physical education, applied music, music education, sacred music, biology, biology education, mathematics, mathematics education, Christian ministries, missions, pastoral studies, youth, history, history education, psychology, political science, television, radio, and film are the majors available at Liberty Baptist College. Feasibility studies concerning the possible addition of home economics and nursing are underway. As the interests of the student population reach into other areas, they will be explored for possible program development.

Percent of Headcount Enrollment by County

Fall 1979


PERCENT
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0.51-2.00
2.01-5.00
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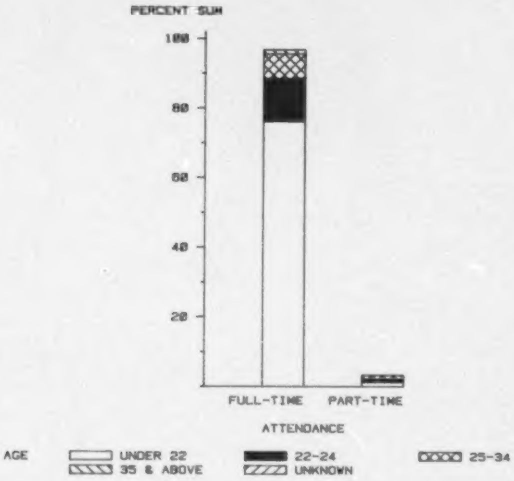
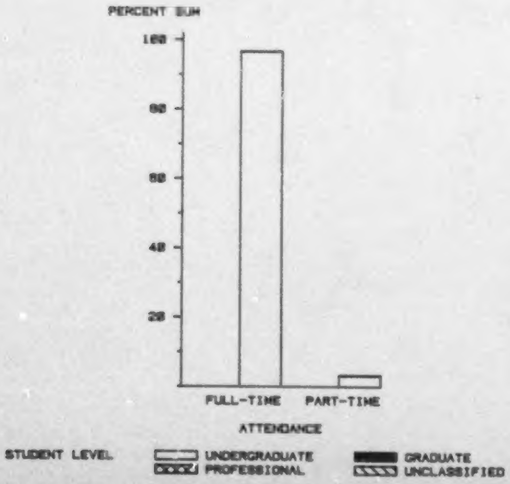
Enrollment by Age

Fall 1979



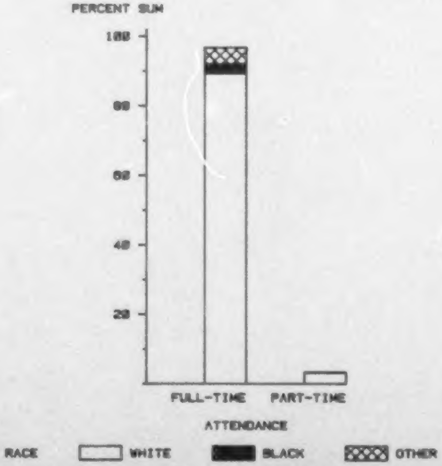
Enrollment by Student Level

Fall 1980



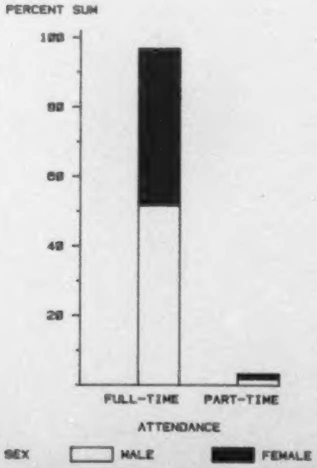
Enrollment by Race

Fall 1980

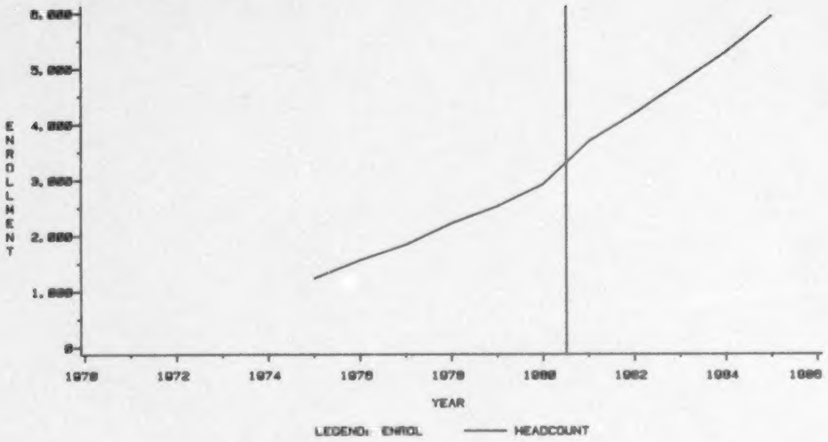


Enrollment by Sex

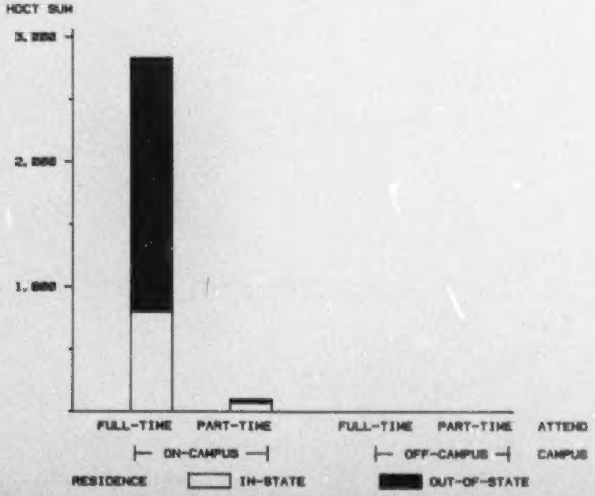
Fall 1980



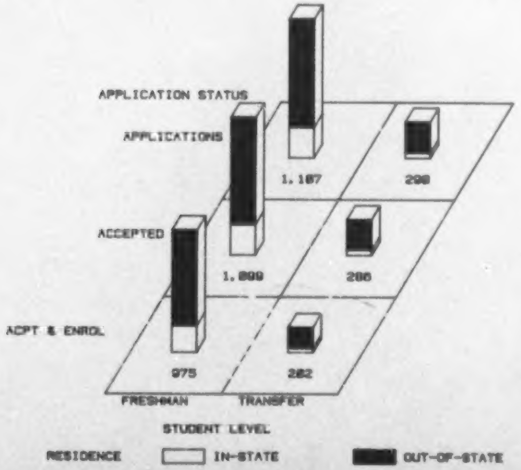
Actual and Projected Enrollment
1970 to 1986



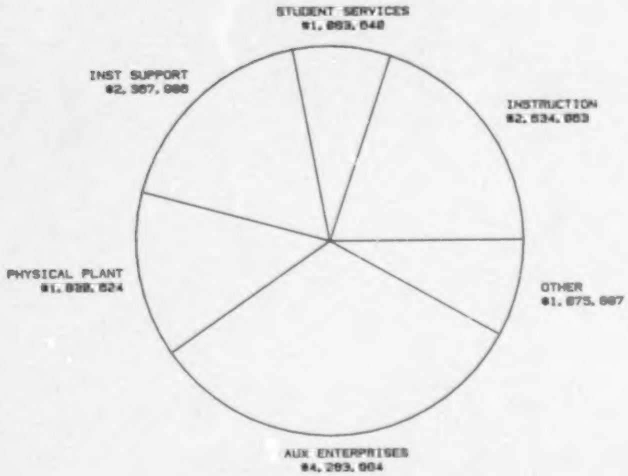
Total Headcount Enrollment
Fall 1980



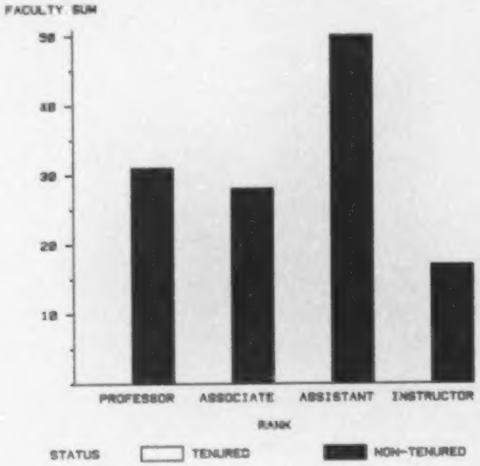
Admission Applications by Level
Fall 1980



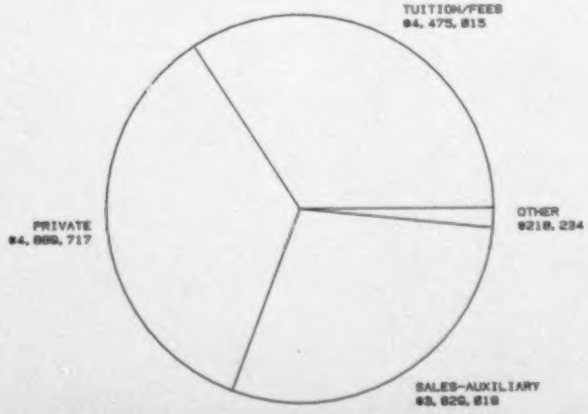
Funds Expenditures
Fiscal Year 1979–80



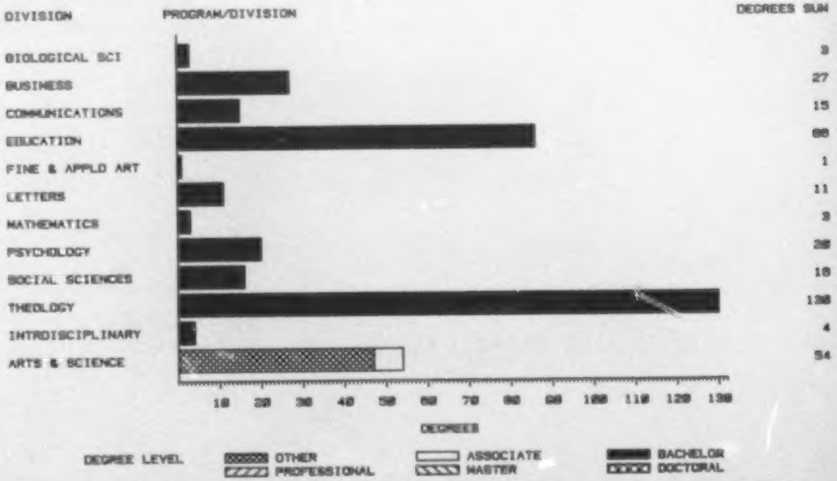
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



Lynchburg College

Lynchburg

Lynchburg College is a senior, coeducational, nonsectarian liberal arts college related to the Christian Church (Disciples of Christ). Located in the City of Lynchburg, it draws students from a wide geographic area. The College was founded in 1903 as Virginia Christian College, and in 1919 the name was changed to Lynchburg College. Although primarily an undergraduate institution offering general education in the arts and sciences, the College also has a graduate program offering master's degrees in three major areas. The graduate program primarily serves students who work in the city and surrounding counties, as well as students who take courses on a part-time basis.

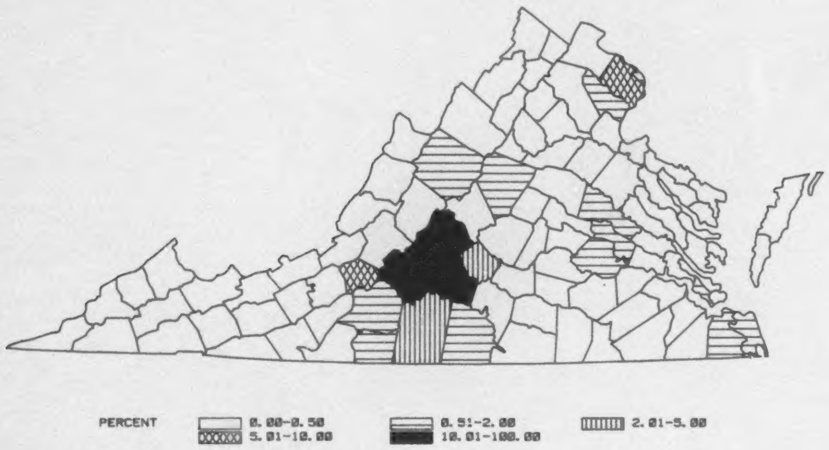
Lynchburg expects to remain a small college offering baccaluareate degrees in the arts and sciences and the master's degree in three areas. A school of business offers graduate and undergraduate programs and short courses for the business community through an Institute of Management. Teaching is the primary responsibility of faculty members. Research, writing, and community service are encouraged but not required.

Major programs are offered in arts, sciences, and applied studies fields: area studies (American); biological sciences; accounting and business management; education, including elementary, secondary, and special education; fine and applied arts; foreign languages; health professions (nursing, health sciences, and pre-medical and pre-dental); letters; mathematics; health and physical education, and recreation; physical sciences; psychology; social sciences; relgious studies; and health services (medical technology). New programs are being introduced in speech communication and computer sciences, and within the next five years the college expects to introduce a program in music therapy. A 3-2 program in engineering is offered in cooperation with the Georgia Institute of Technology and Old Dominion University. The master's degree is offered in education, business administration (management control, industrial management, personnel management, and public administration), and physics (physics, communication theory, and nuclear). Under a 3-2 program in the School of Business, a student may qualify for both the B.A. and the M.B.A. The Education Specialist degree is offered in counseling, special education, and educational leadership.

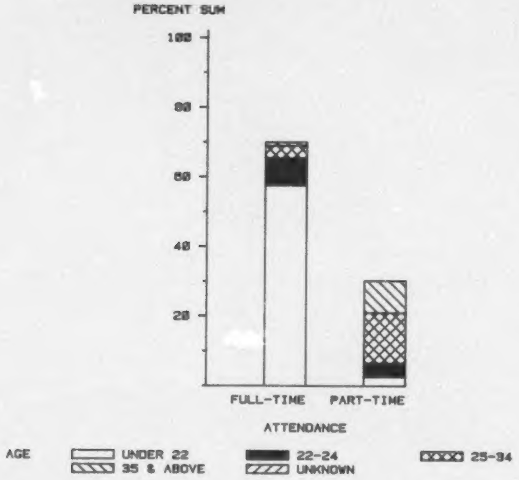
Under the "Lynchburg Plan" of general education, students may choose to meet basic general education requirements under a "General Option" based upon a traditional pattern with added flexibility, or a "Thematic Option" under which the student chooses a theme based on courses drawn from the humanities, social sciences, and natural sciences. Themes being developed include such examples as the following: American studies, environmental studies; the nature of humanity; language arts; science, technology and human values; humanity in society; European studies; humanity and the imagination; war and peace; women's studies.

About 55 percent of the students enrolled are from Virginia. Out-of-state students are mainly from the Middle Atlantic states, New England, and Florida. This distribution is expected to continue within the foreseeable future. Electing to remain a small college, Lynchburg College does not plan an appreciable expansion of its present enrollment consisting of 1,683 full-time students, 1986 part-time students and special students, and 591 graduate students. There is dormitory space for 1,224 students, about three-fourths of the full-time undergraduate enrollment.

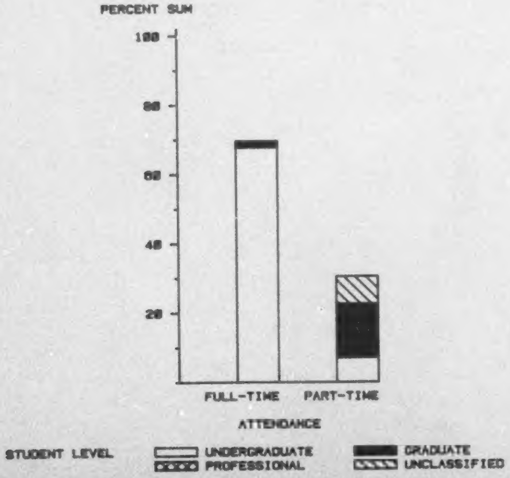
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
2.01-5.00

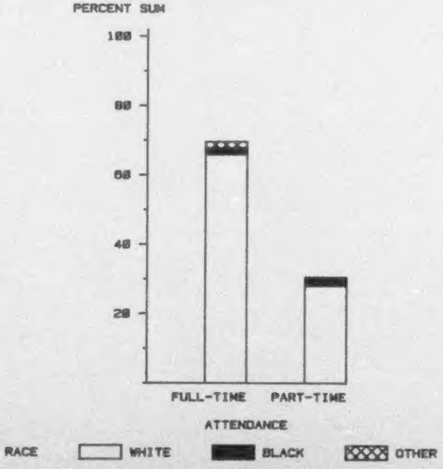
Enrollment by Age
Fall 1979



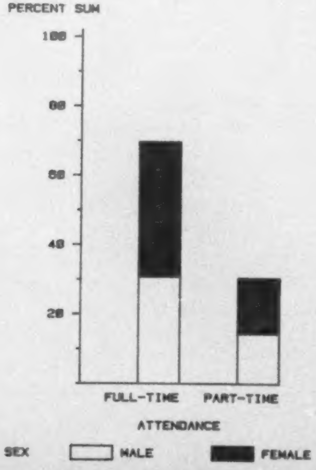
Enrollment by Student Level
Fall 1980



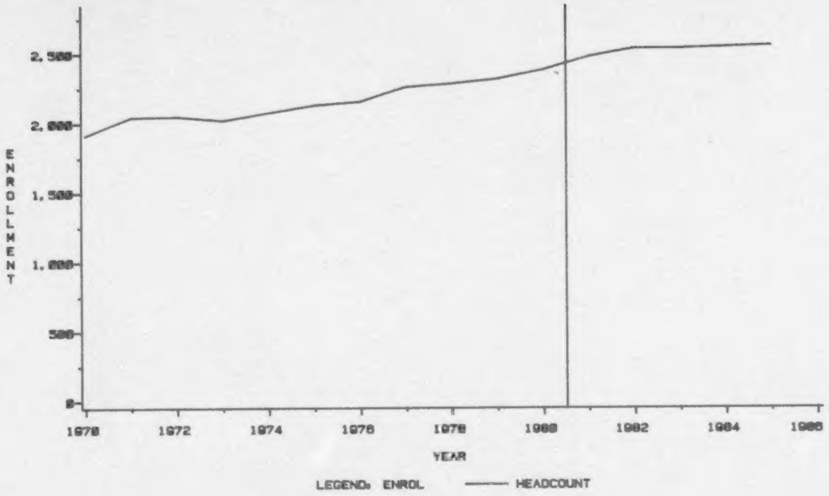
Enrollment by Race
Fall 1980



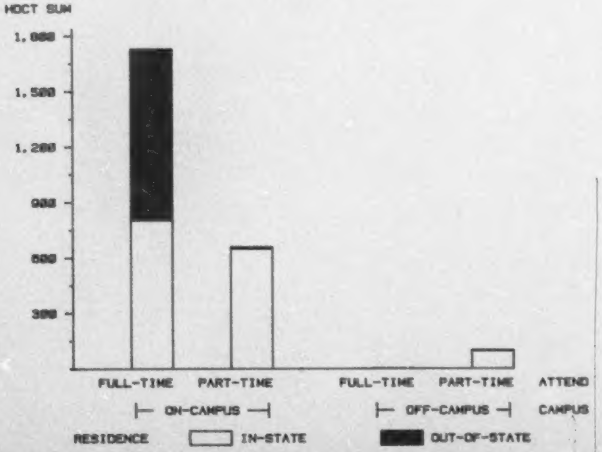
Enrollment by Sex
Fall 1980



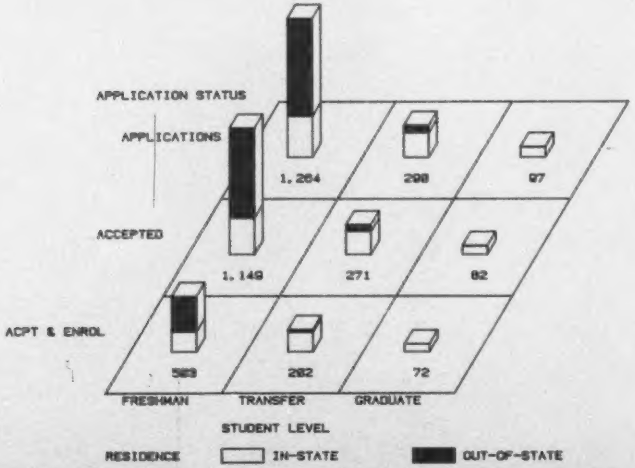
Actual and Projected Enrollment
1970 to 1986



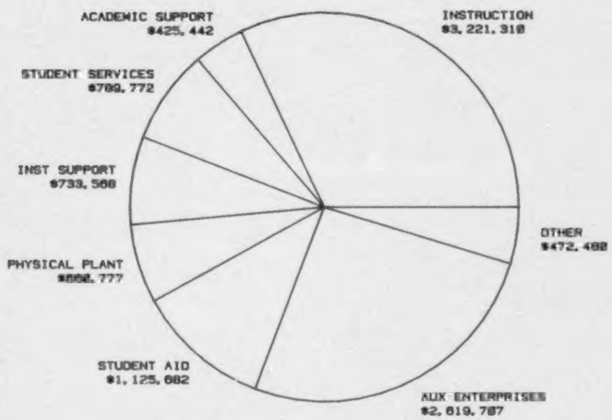
Total Headcount Enrollment
Fall 1980



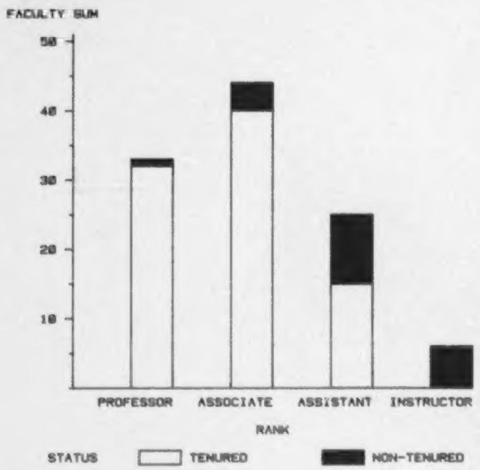
Admission Applications by Level
Fall 1980



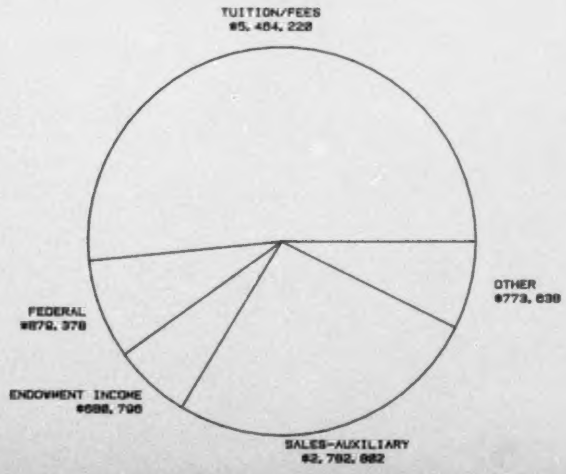
Funds Expenditures
Fiscal Year 1979–80



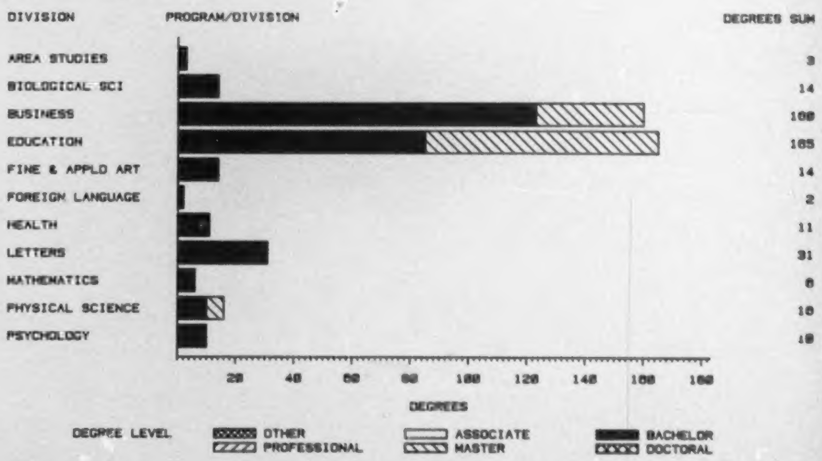
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



Mary Baldwin College

Staunton

Mary Baldwin College, a liberal arts college for women related to the Presbyterian Church, U.S., offers the Bachelor of Arts degree. Founded in 1842 as Augusta Female Seminary in Staunton, it became a junior college in 1916 and a four-year college in 1923, at which time the name was changed to Mary Baldwin College.

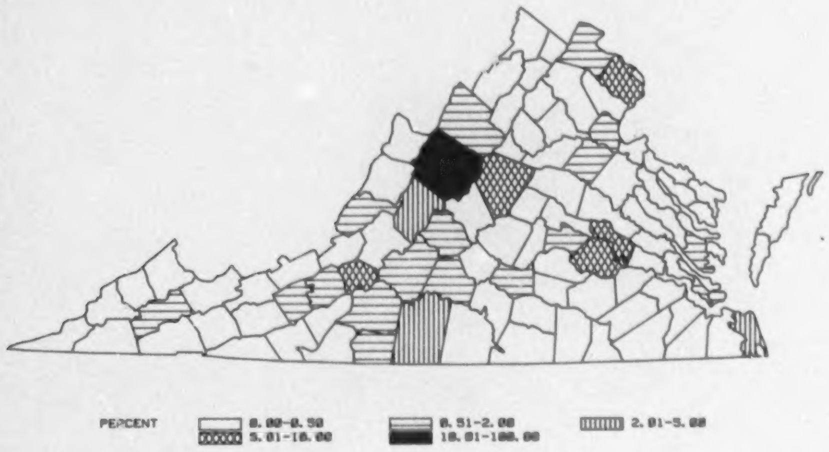
The emphases of the institution are on instruction and the preparation of women of all ages for responsible societal roles. The educational program in the liberal arts is designed to foster learning which will lead to flexibility of mind and strength of values and provide the foundation for future careers, professions, and positions of leadership. Students may earn a degree under one of two general methods or programs. The first is the traditional, four-year liberal arts program designed primarily for the residential student who has just attained college age. This program provides a flexible curriculum which makes possible many options in designing a major and in forms of learning which, in addition to regular classes, include independent study and experiential learning projects under faculty guidance. A short May term is used for concentrated study in one area, as well as for off-campus field instruction.

The second program, the Adult Degree Program, is designed to meet the educational needs of adults. The program, which began in 1977, is a non-residential, individualized degree program which permits a student to work independently at her own pace and at a location that best suits her study plan and life circumstances. The learning contract method of instruction is used. Contract activities may include course work, independent study, correspondence courses, or a combination of these activities. The college assesses and gives credit for the college-level learning a student has acquired prior to admission to Mary Baldwin through the prior-learning portfolio process.

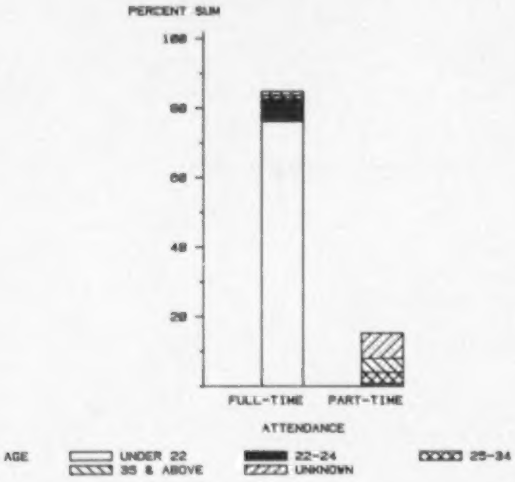
The student body of approximately 840 students is drawn primarily from the geographic region east of the Mississippi, with the majority from the Virginias, the Carolinas, Georgia, Florida, Texas, New Jersey, and Maryland. Approximately 80 percent of the student body is residential and enrolled in the degree program. Ten percent of the total are off-campus students enrolled in the Adult Degree Program. Enrollment is expected to increase in both programs during the next few years.

Faculty are appointed on the basis of teaching ability, as well as scholarly credentials. Fifty-four of the 72 faculty are full-time, with two-thirds holding the highest degree in their field.

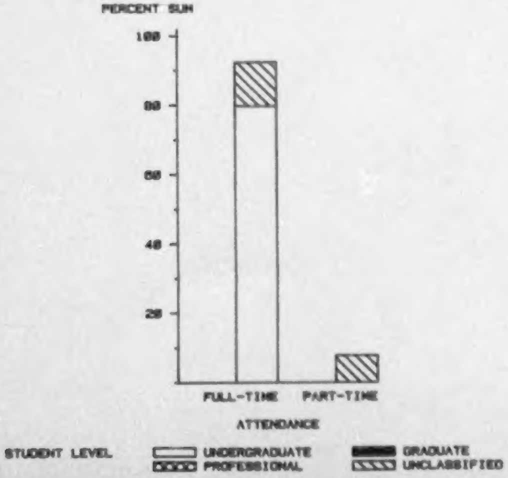
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

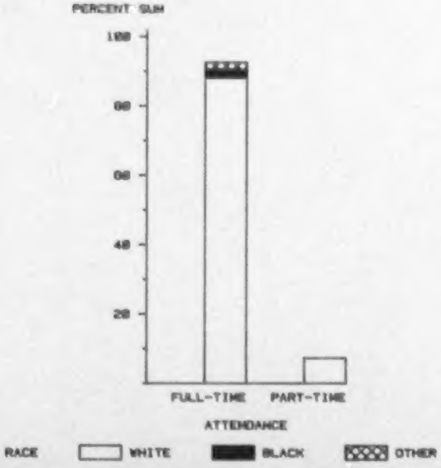
Enrollment by Age
Fall 1979



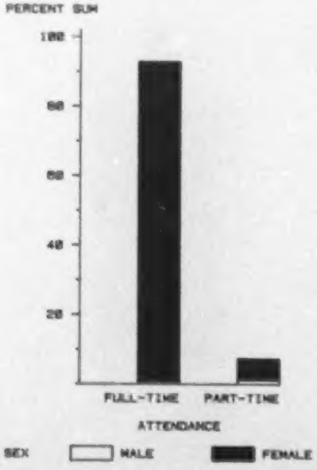
Enrollment by Student Level
Fall 1980



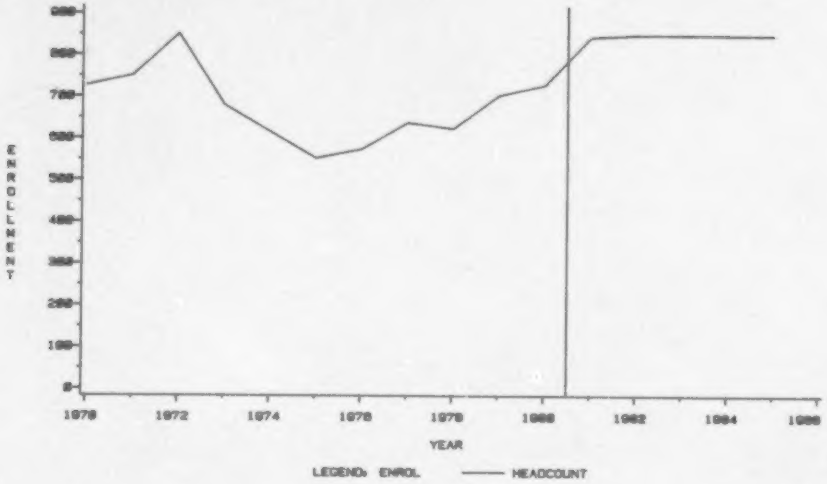
Enrollment by Race
Fall 1980



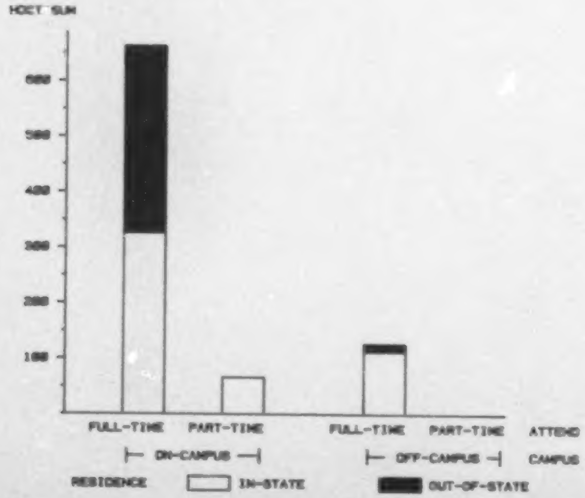
Enrollment by Sex
Fall 1980



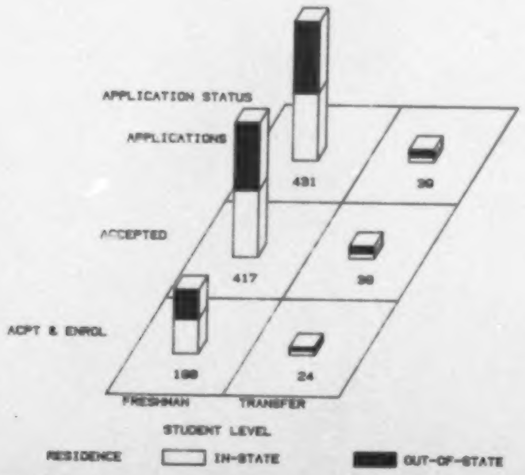
Actual and Projected Enrollment
1970 to 1986



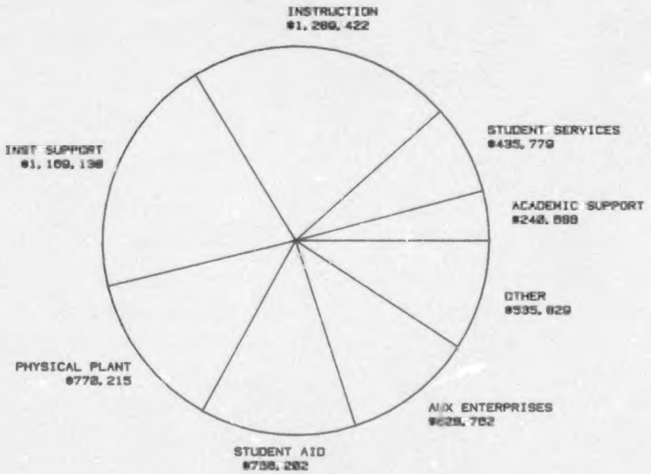
Total Headcount Enrollment
Fall 1980



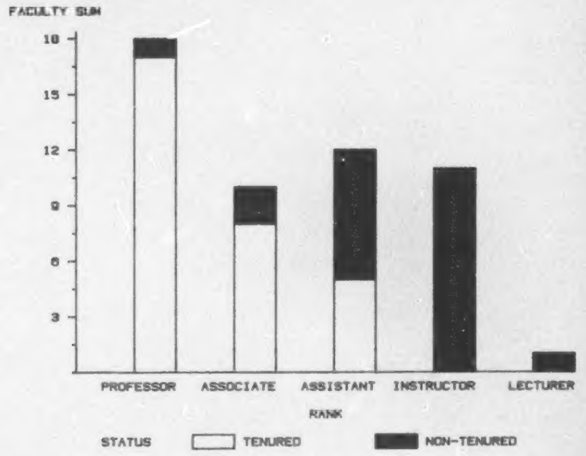
Admission Applications by Level
Fall 1980



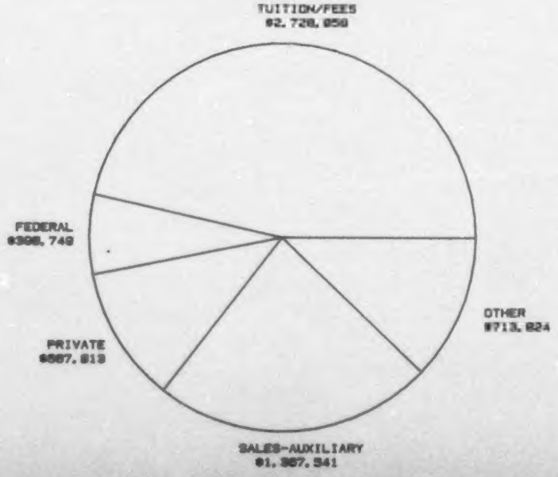
Funds Expenditures
Fiscal Year 1979–80



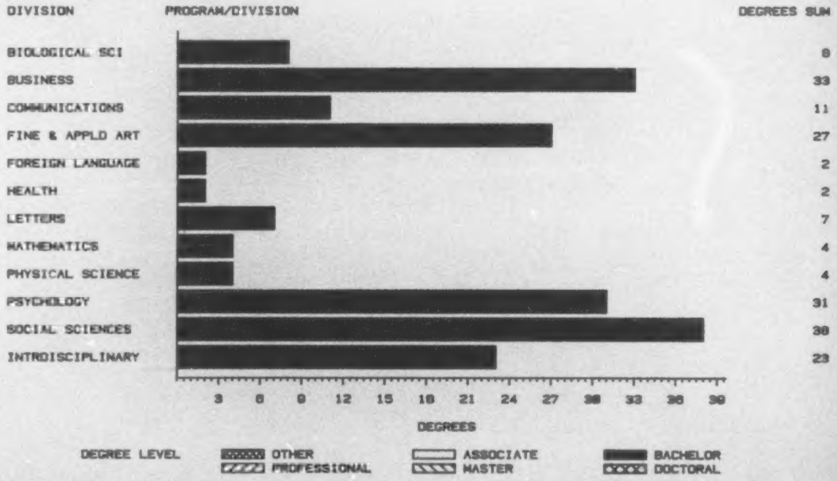
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



Marymount College of Virginia

Arlington

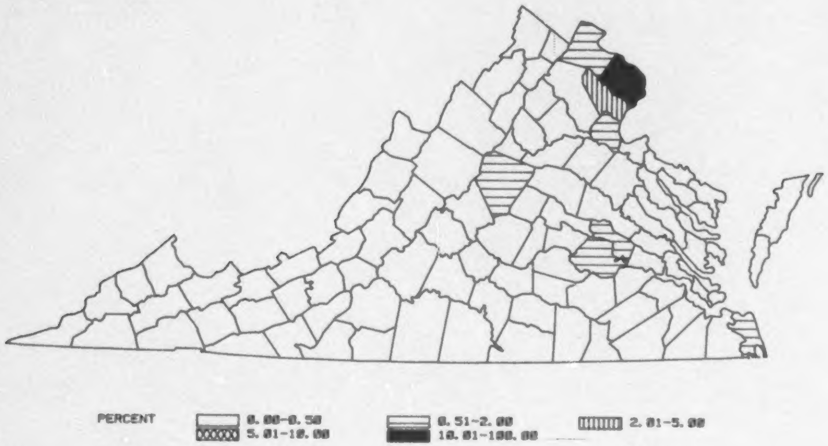
Marymount College of Virginia is an independent college for women which enrolls more than 800 students in undergraduate programs. Programs at the master's level are coeducational. The College is located in residential Arlington within sight of Washington landmarks. Its 17-acre campus includes residence halls, a student center housing a gymnasium and swimming pool, a library, and several academic buildings.

The College began with an initial class of thirteen students when it was founded in 1950 by the Religious of the Sacred Heart of Mary. Originally the College was owned by Marymount College in Tarrytown, New York. In 1960 it was incorporated as an independent, non-profit Virginia corporation. Beginning in 1968, changes were made to its bylaws and charter effecting transfer of its broad leadership to lay persons. At present it is governed by a 25-member board of directors which includes alumnae, attorneys, bankers, business men and women, civil servants, and educators.

Marymount offers the M.B.A., M.Ed., B.A., B.B.A., B.S., B.S.N., A.A., and A.A.S. degrees in conventional and time-shortened study cycles. Part-time cycles, evening study, and full summer programs are also offered. The College seeks a national enrollment. Currently students are enrolled from 28 states and 27 foreign countries. Virginia residents comprise approximately 51 percent of the student body.

Undergraduate programs are offered in 25 fields with the master's degree offered in business and education.

Percent of Headcount Enrollment by County
Fall 1979


PERCENT
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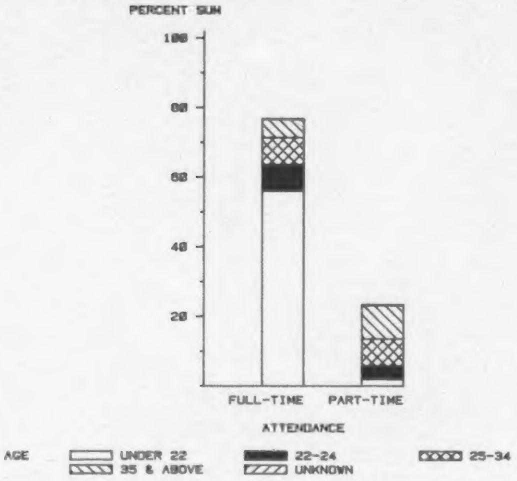
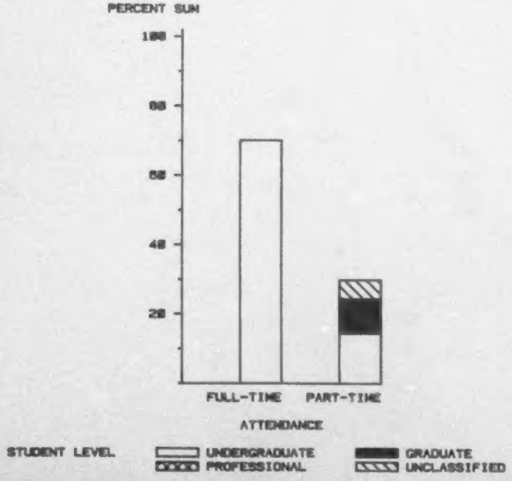
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

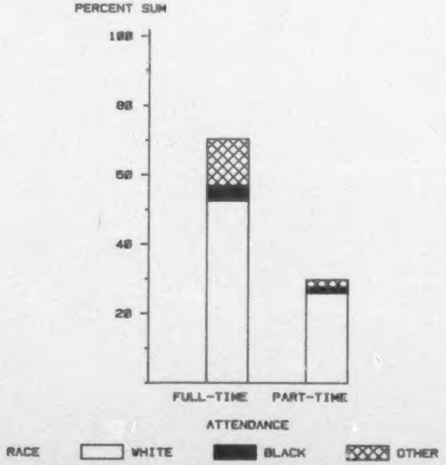
Enrollment by Age
Fall 1979



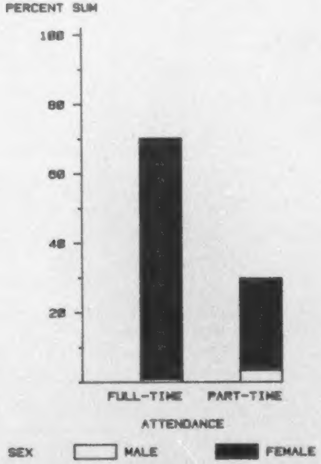
Enrollment by Student Level
Fall 1980



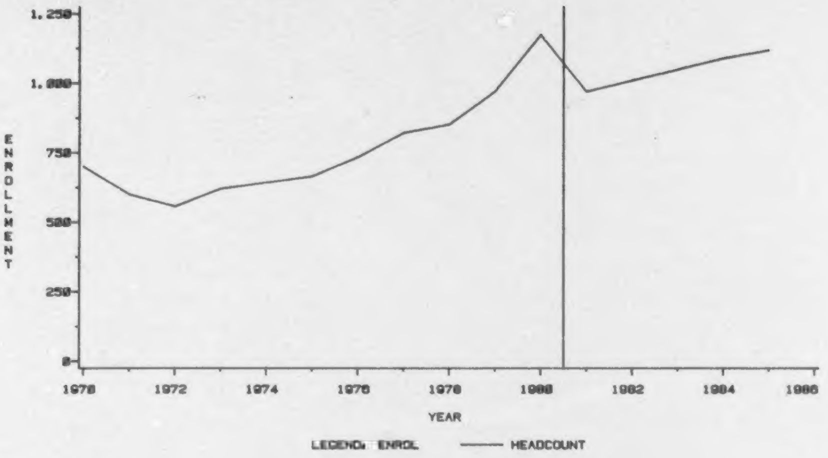
Enrollment by Race
Fall 1980



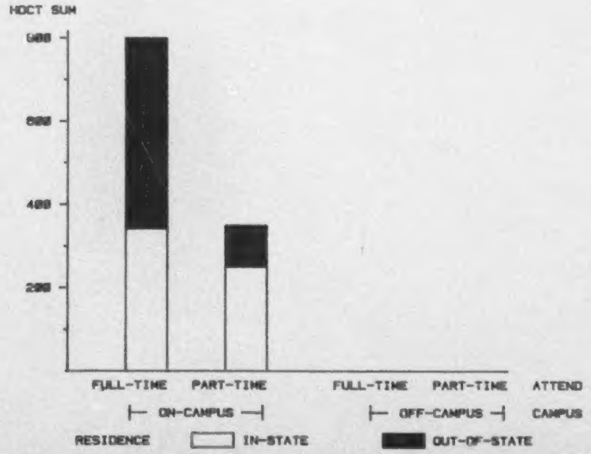
Enrollment by Sex
Fall 1980



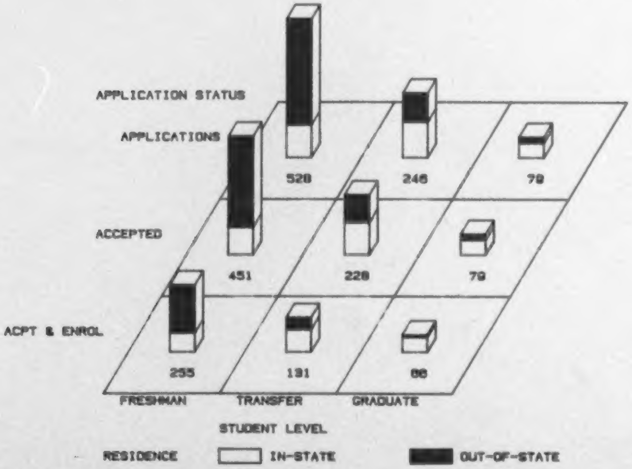
Actual and Projected Enrollment
1970 to 1986



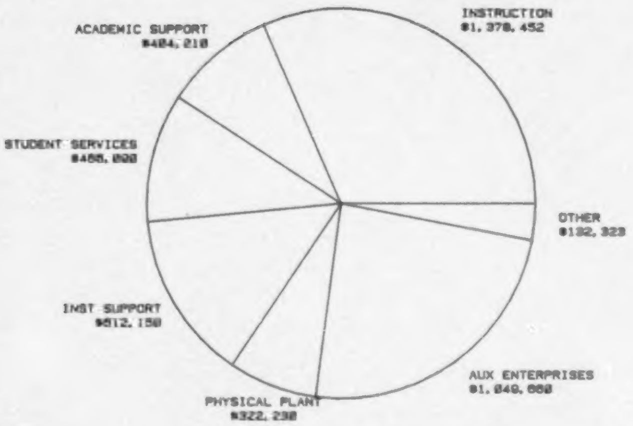
Total Headcount Enrollment
Fall 1980



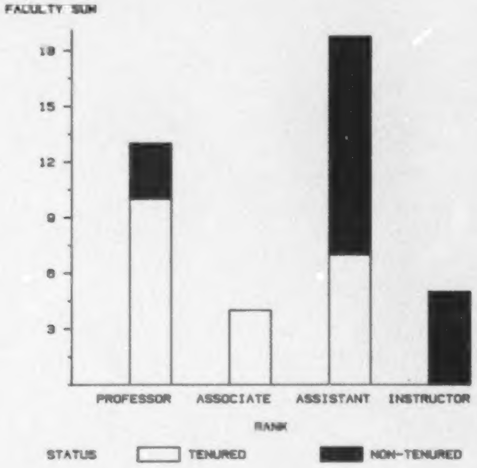
Admission Applications by Level
Fall 1980



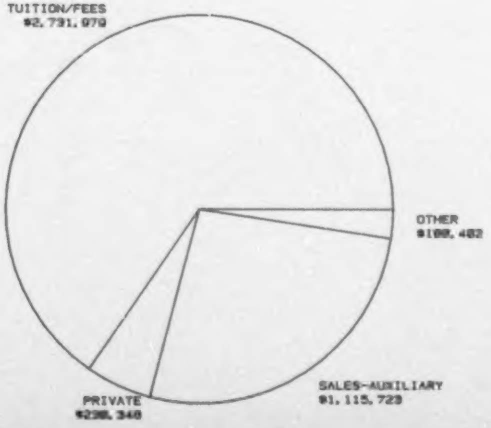
Funds Expenditures
Fiscal Year 1979–80



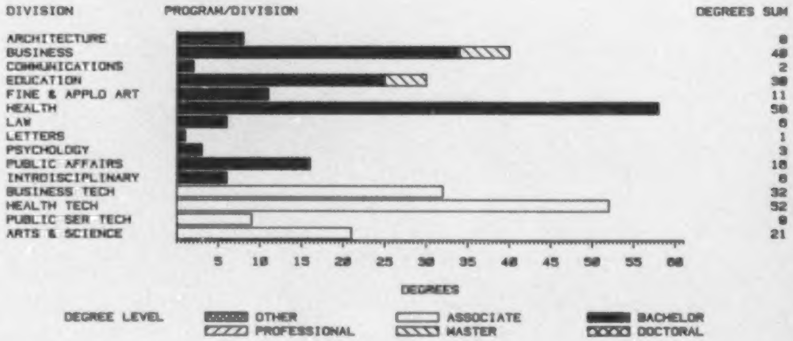
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



National Business College

Roanoke

National Business College was founded in Roanoke in 1886 and has been located at its current location in the center of the city since 1916. National is a privately owned, independent, coeducational junior college. The College offers academic degrees at the Associate level with emphasis on business career disciplines. The College is accredited by the Accrediting Commission of the Association of Independent Colleges and Schools. Residential students comprise 30 percent of the student body.

The institution's physical facilities consist of a main academic and administrative building; a men's residence facility housing 80 men; a 250-capacity women's residence hall, which includes a cafeteria; a student leisure center; two additional classroom facilities at Lynchburg and Martinsville; and an extension center in Charlottesville. Expansion of the Roanoke academic facility is planned.

The College functions as two schools—Business Administration and Secretarial Science—with 11 degree programs and eight diploma courses. Major areas of study leading to the Associate in Arts degree include Accounting, Management, Marketing, Computer Science, Real Estate Management, Finance, Fashion Merchandising, Secretarial Science (Legal, Medical, and Executive), and Court and Conference Reporting.

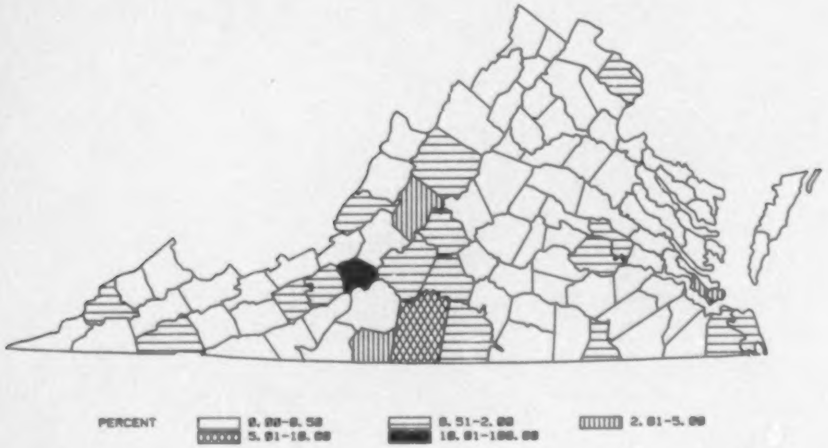
As a collegiate institution, National strives to develop each student intellectually, culturally, and socially while still emphasizing preparation for well-defined fields of employment.

National attracts students primarily from the tri-state area of Virginia, North Carolina, and West Virginia, although 65 percent are from Virginia. In addition, many other eastern seaboard states, as well as several foreign countries, are represented in the student body. There are equal numbers of men and women students. Racial minorities constitute 35 percent of the student body.

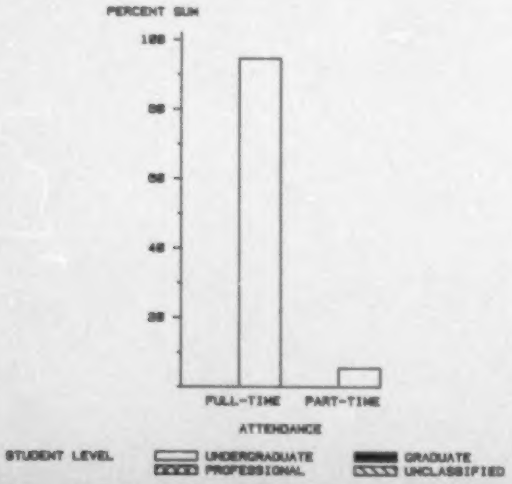
A strong emphasis is placed on adult and continuing education. In fact, approximately 30 percent of the students enrolled have families and are employed full-time. A special effort is made by the institution to meet the educational needs of these students.

In the future, National Business College will strive to stay abreast of changing career needs. Additional program areas will be added as the employment opportunities develop. Institutional studies of paraprofessional and administrative careers in the legal, medical, and dental professions are being conducted. Current programs offered will be evaluated for their suitability in matching the career goals of the individual students and the employment needs of society.

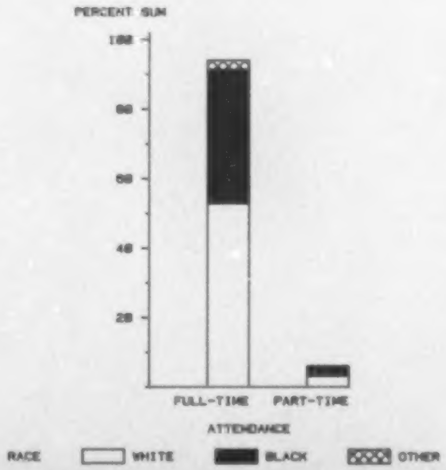
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

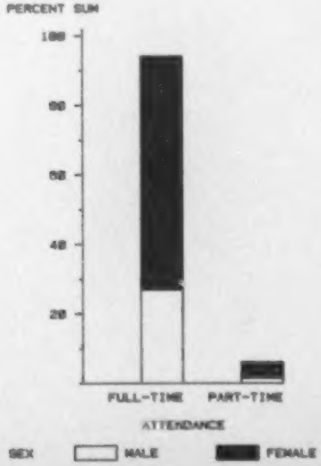
Enrollment by Student Level
Fall 1980



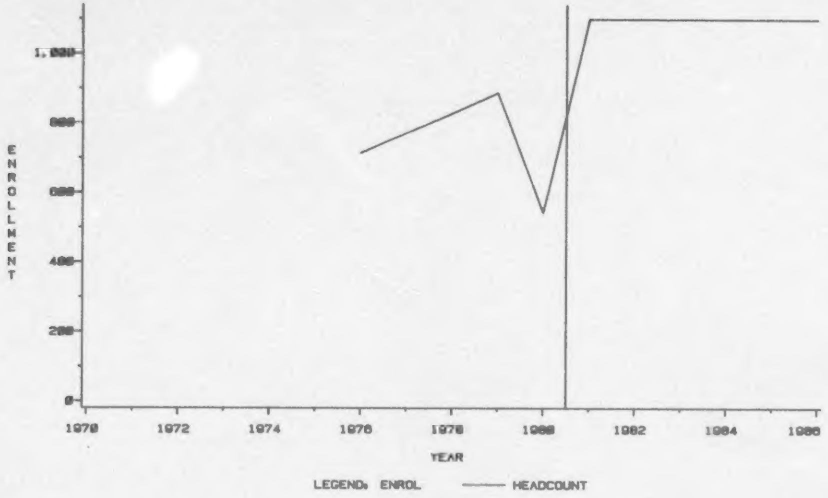
Enrollment by Race
Fall 1980



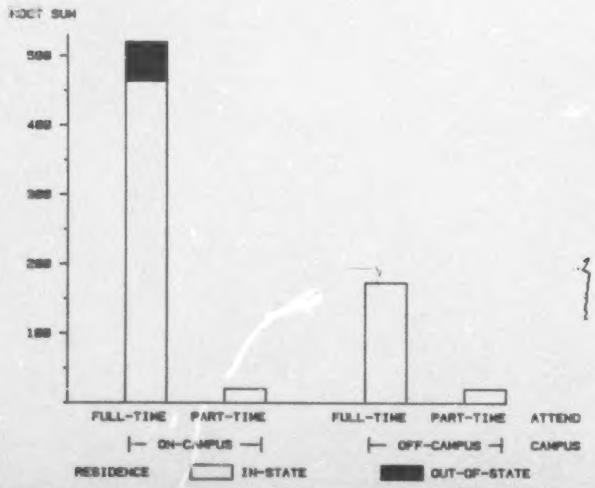
Enrollment by Sex
Fall 1980



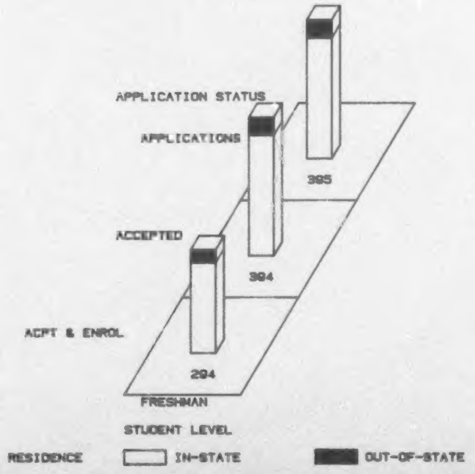
Actual and Projected Enrollment
1970 to 1986



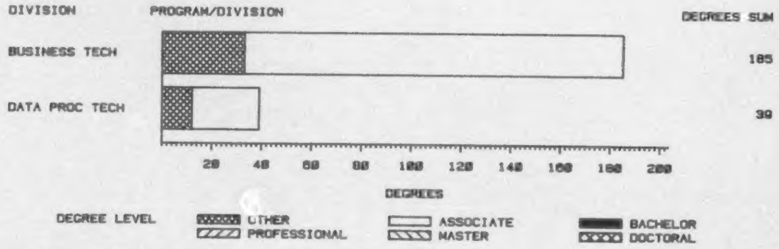
Total Headcount Enrollment
Fall 1980



Admission Applications by Level
Fall 1980



Degrees Conferred
Academic Year 1980–81



Presbyterian School of Christian Education

Richmond

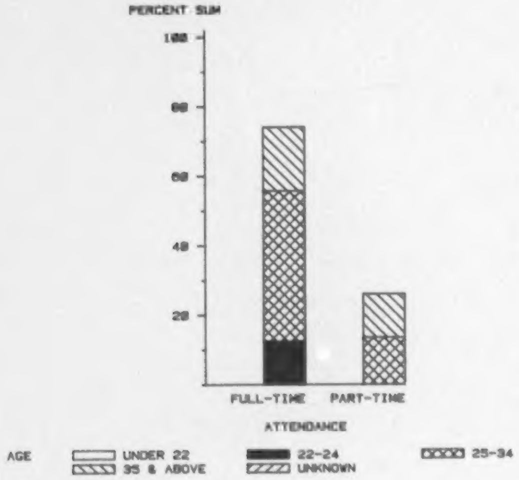
The Presbyterian School of Christian Education was established in 1914 by the General Assembly of the Presbyterian Church, U.S., for the purpose of preparing men and women for key roles of leadership in Christian education. The school offers the Master of Arts degree and is a fully accredited graduate professional school with an ecumenical faculty and a student body from more than twenty denominations, 21 states, and nine foreign countries.

PSCE provides courses in Bible, theology, educational theory and practice, ethics, church history, pastoral care, recreation, youth ministry, early childhood education, human development, and folk dancing and camping. A new program in church music and Christian education has been inaugurated for persons seeking to combine a ministry in music with an educational ministry in the local church.

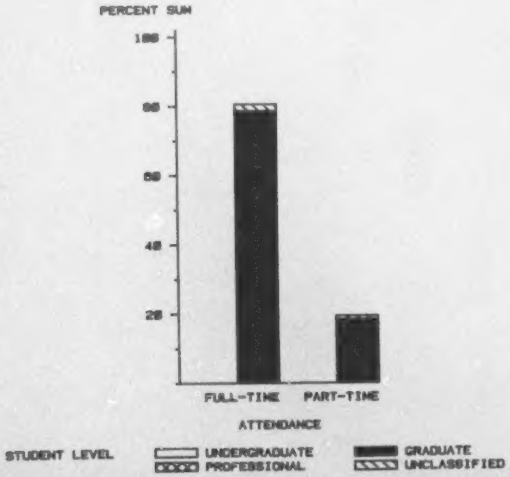
In addition to the regular two-year degree program, the school offers training through an extensive continuing education program, a large summer school, and the new Center on Aging, which trains congregational leaders, professional, and laity to serve the needs of older persons.

PSCE is clustered with Union Theological Seminary and the School of Theology of Virginia Union University to form the Richmond Theological Center, the purpose of which is to provide students with a more relevant preparation for contemporary ministry.

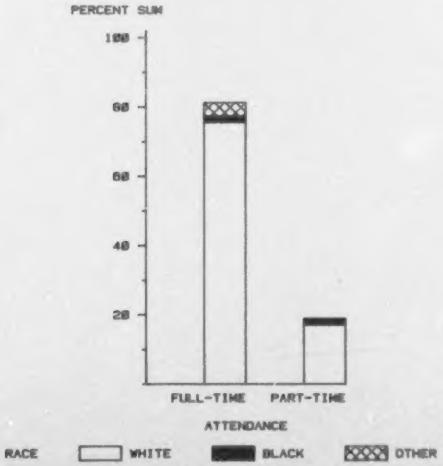
Enrollment by Age
Fall 1979



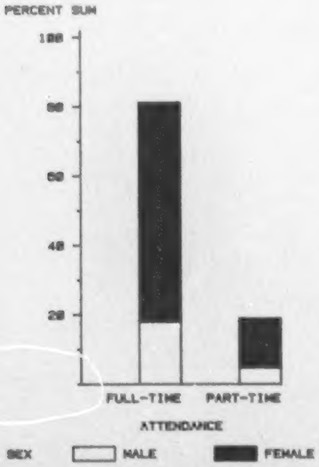
Enrollment by Student Level
Fall 1980



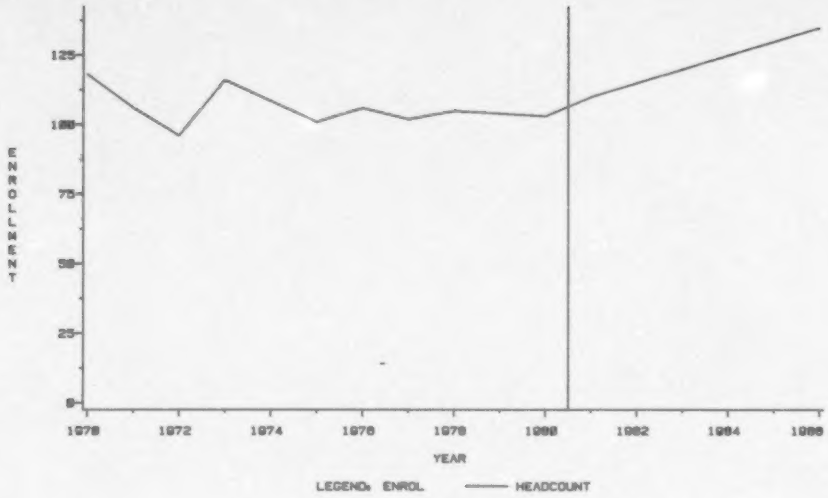
Enrollment by Race
Fall 1980



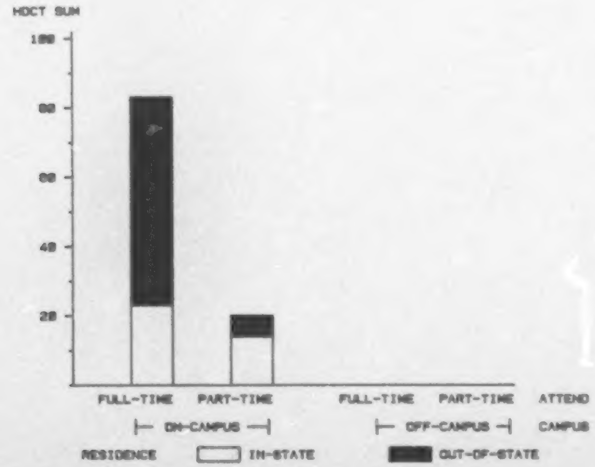
Enrollment by Sex
Fall 1980



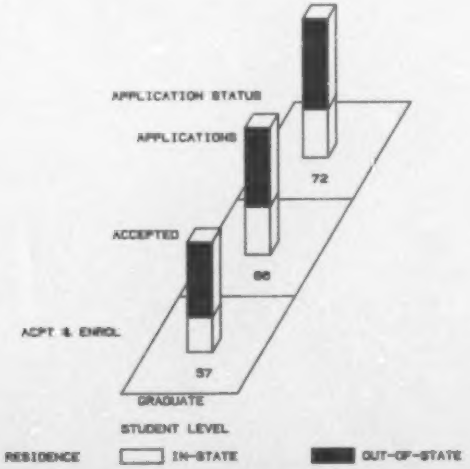
Actual and Projected Enrollment
1970 to 1986



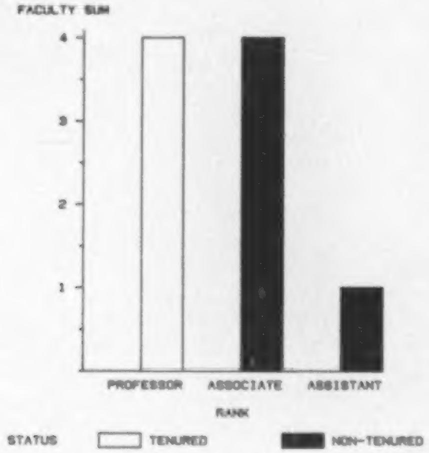
Total Headcount Enrollment
Fall 1980



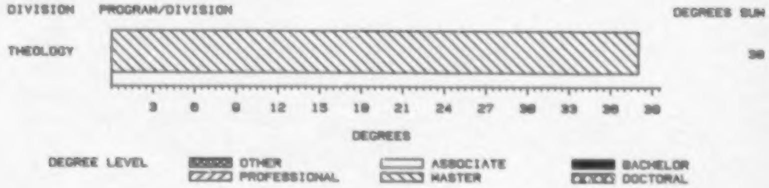
Admission Applications by Level
Fall 1980



Tenure of Full-Time Instructional Faculty
Academic Year 1980-81



Degrees Conferred
Academic Year 1980-81



Protestant Episcopal Theological Seminary in Virginia

Alexandria

The Protestant Episcopal Theological Seminary in Virginia was founded in 1823 to educate men for the ministry. It now seeks to prepare both men and women for leadership, either as clergy or lay people, in the church and the world. The Seminary offers programs leading to the degrees of Master in Divinity, Master in Theological Studies, and Master in Sacred Theology.

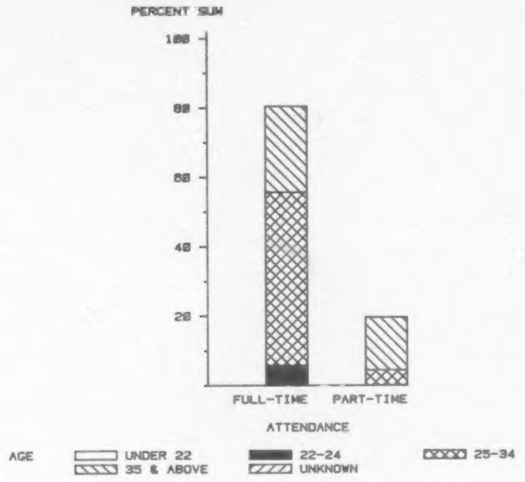
The Seminary is a residential, co-educational theological school of the Episcopal Church providing theological education for individuals interested in preparing for the ministry or other areas of service to the church. The wide variety of required and elective courses in the curriculum demands a diversity of teaching methods. At the same time independent work by students under supervision of faculty members is encouraged. Field education, required of all students, involves both students and faculty in a diversity of public service activities.

The Seminary has maintained a center for continuing education since 1967 for the "mid-career" training of individuals. The Seminary is a member of the Washington Theological Consortium. This consortium is intended to increase cooperation in theological education in order to take advantage of the resources of the Washington metropolitan area.

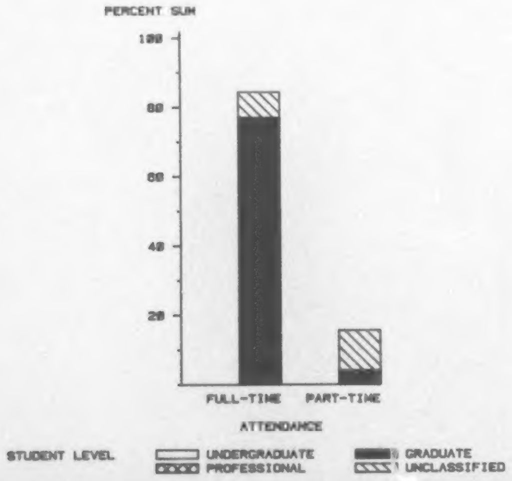
Considerable emphasis is placed upon individualization of education through close student-faculty relationships, possibilities for independent study, and the opportunity for students and their advisors to create individualized programs of study. The College has a commitment to serve the needs of adults as well as traditionally aged students. In the midst of a growing urban area, the College uses its geographic location in order to involve students in the major issues of urban life.

Faculty members are encouraged to maintain a continuing interest in research and study, and independent programs of study provide students with the opportunity for individual research.

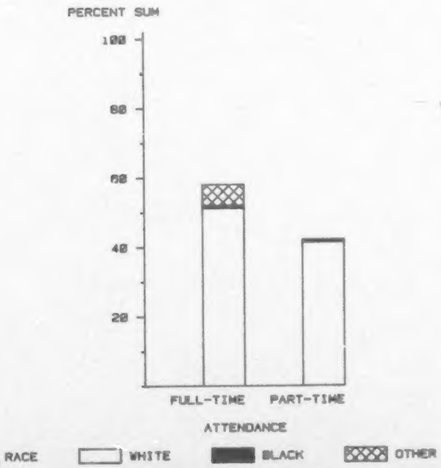
Enrollment by Age
Fall 1979



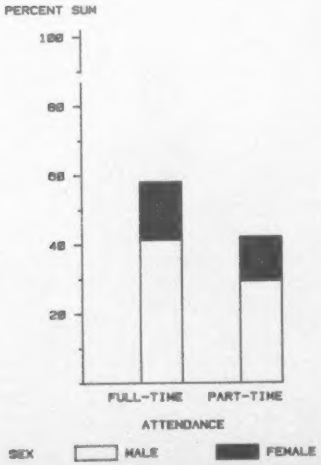
Enrollment by Student Level
Fall 1980



Enrollment by Race
Fall 1980

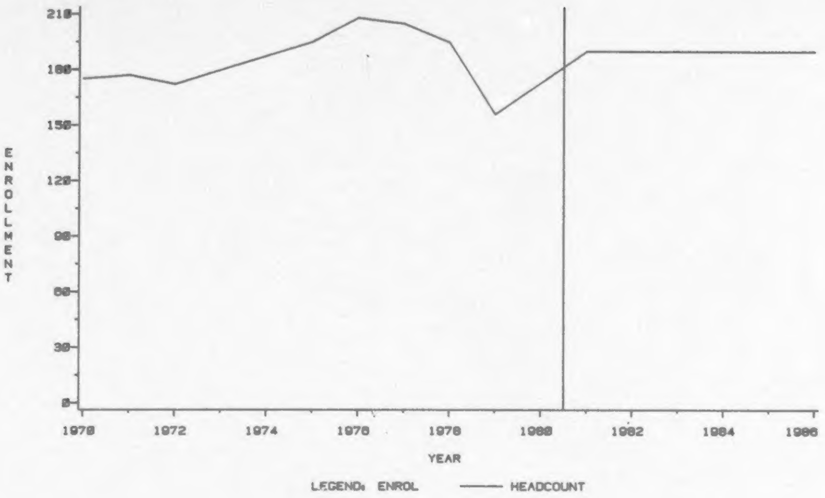


Enrollment by Sex
Fall 1980



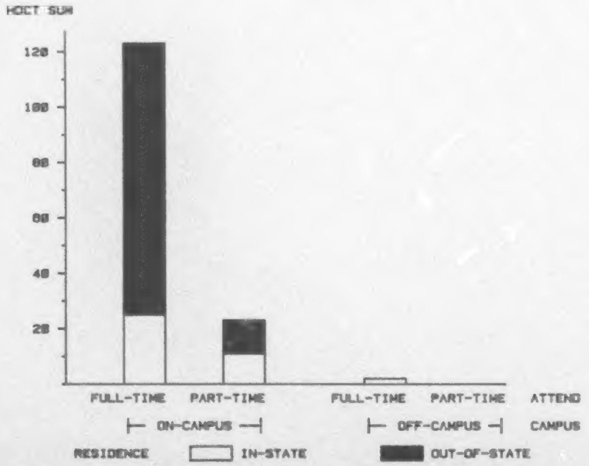
Actual and Projected Enrollment

1970 to 1986



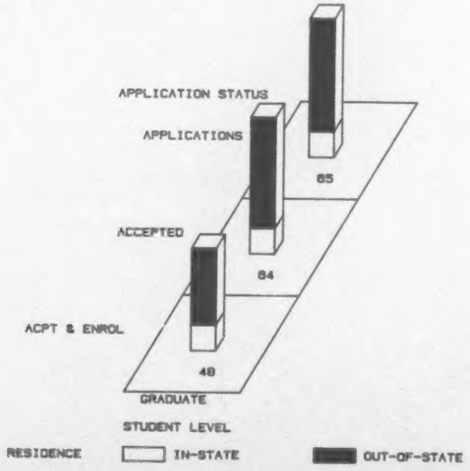
Total Headcount Enrollment

Fall 1980

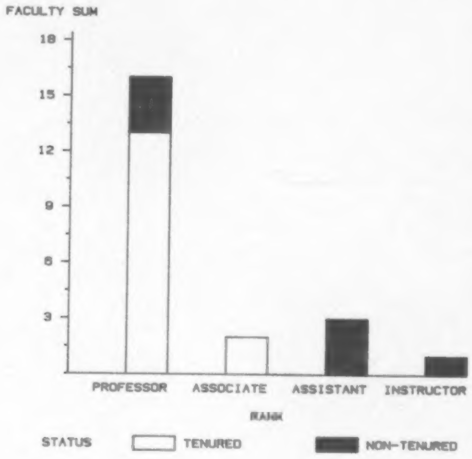


Admission Applications by Level

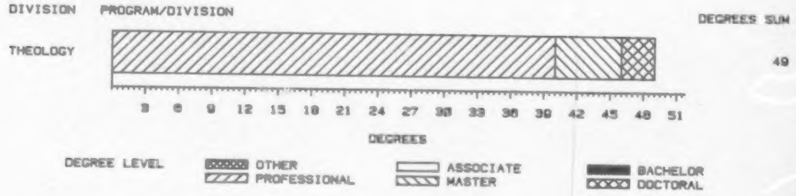
Fall 1980



Tenure of Full-Time Instructional Faculty
Academic Year 1980-81



Degrees Conferred
Academic Year 1980-81



Randolph-Macon College

Ashland

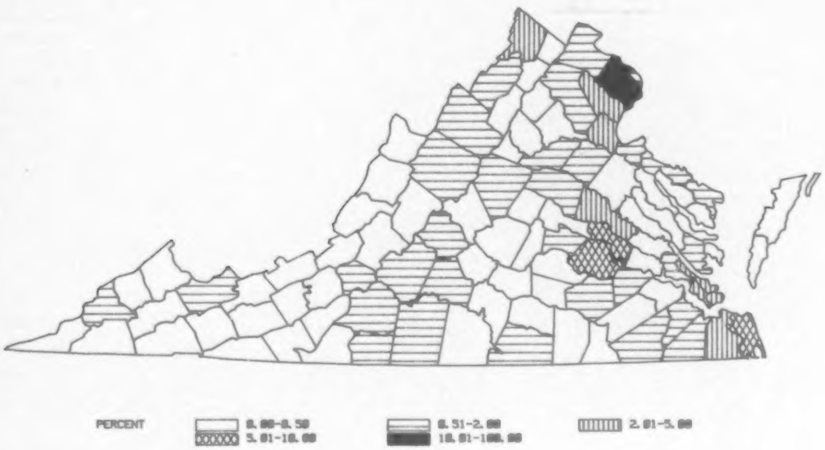
Randolph-Macon College, founded by Methodists in 1830, was chartered by the General Assembly of Virginia that same year. For over 140 years it was a college for men, but in 1971 it became co-educational.

The College is a small, independent, liberal arts institution, and continues to be Church-related. Offering both the Bachelor of Arts and the Bachelor of Science degree, it emphasizes not only traditional academic values but also the importance of the encounter between students and instructors both in and outside the classroom. Students become involved in research through programs of independent study, senior projects, and the May term.

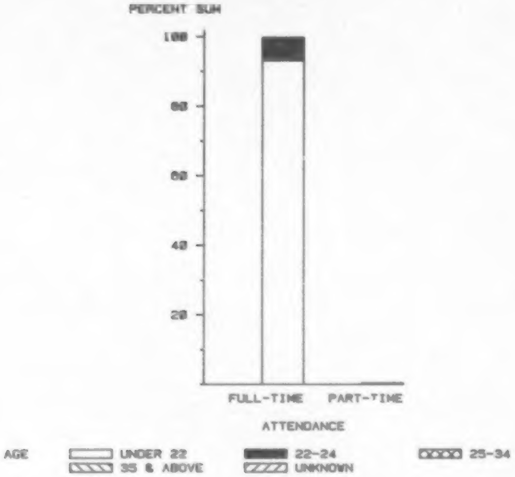
Seventeen academic majors are available as well as opportunities for interdisciplinary and independent study. An approved program for teacher certification in Virginia is offered. An internship program provides opportunities for integrating academic and work experiences.

The College is primarily residential. Women students comprise 40 percent of the student body, a ratio which is expected to remain constant.

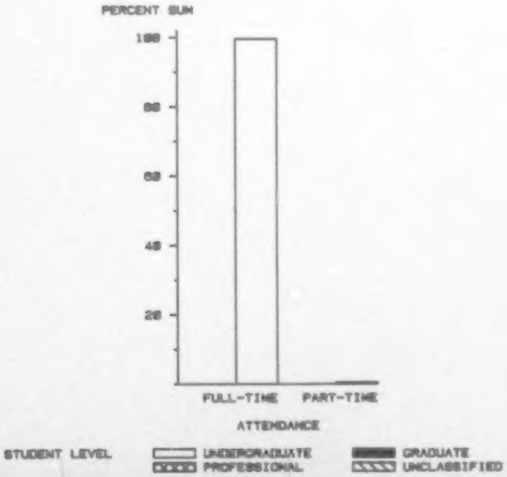
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

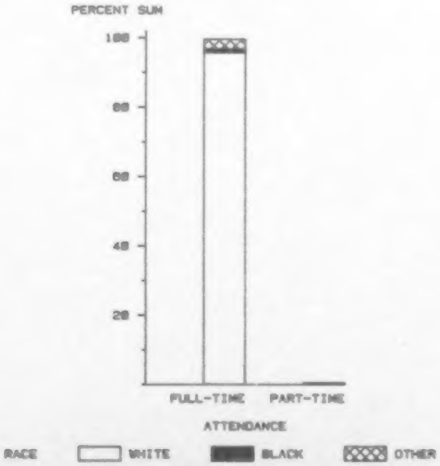
Enrollment by Age
Fall 1979



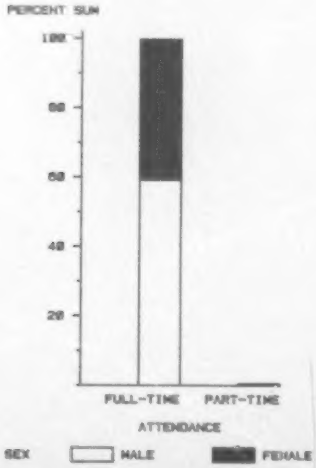
Enrollment by Student Level
Fall 1980



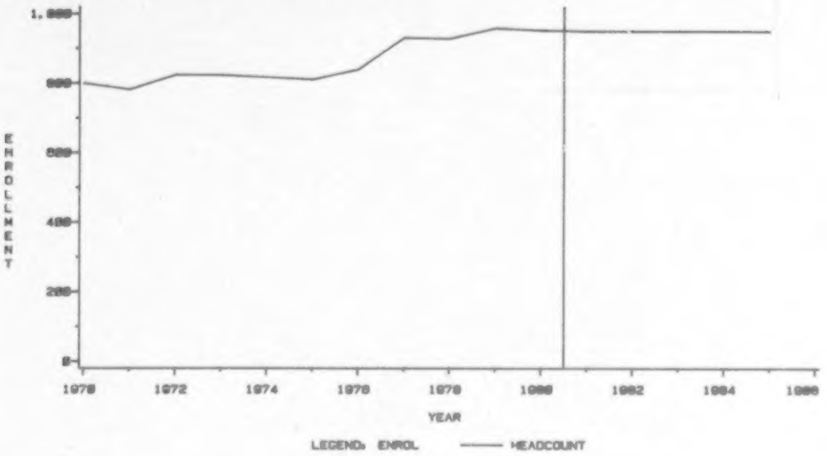
Enrollment by Race
Fall 1980



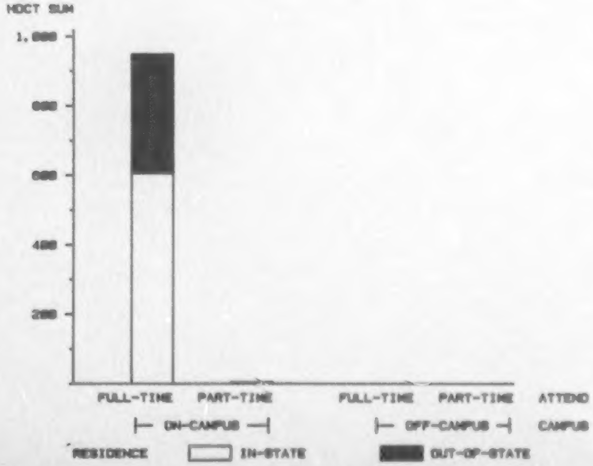
Enrollment by Sex
Fall 1980



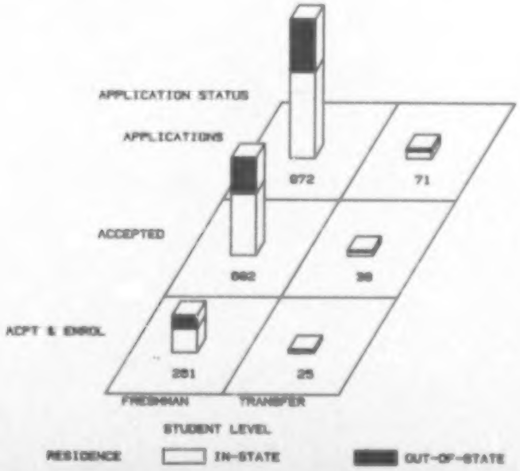
Actual and Projected Enrollment
1970 to 1986



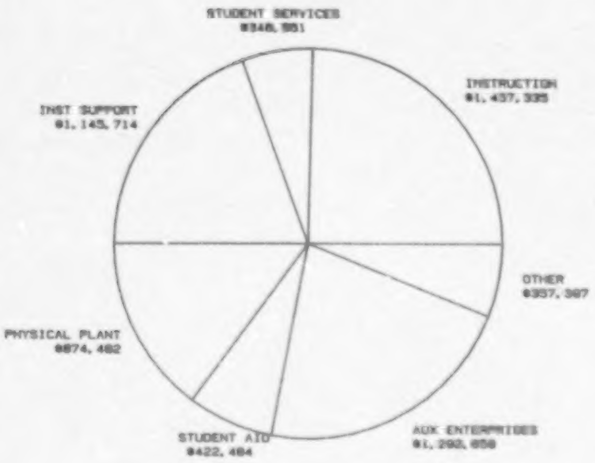
Total Headcount Enrollment
Fall 1980



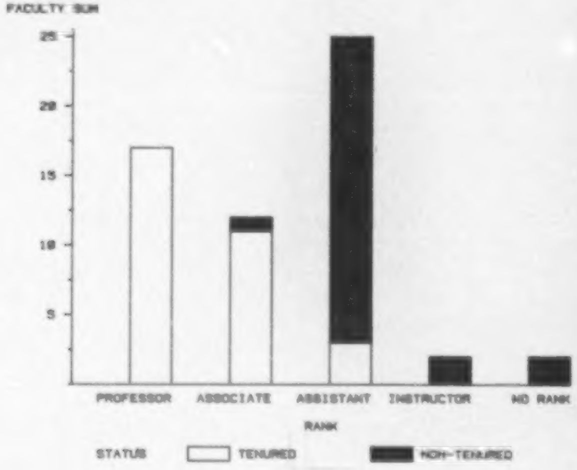
Admission Applications by Level
Fall 1980



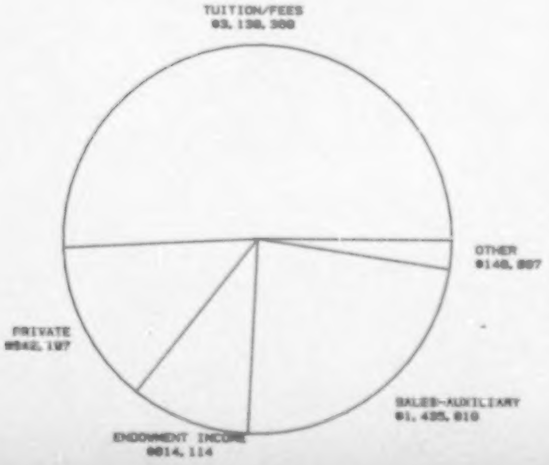
Funds Expenditures
Fiscal Year 1979–80



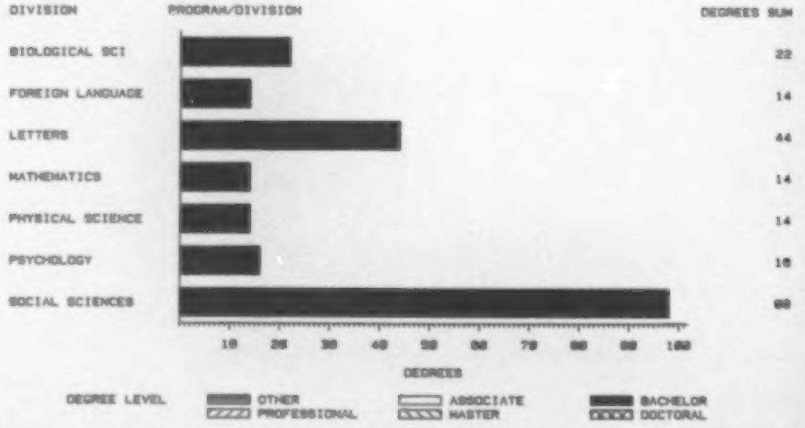
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



Randolph-Macon Woman's College

Lynchburg

Randolph-Macon Woman's College is an independent, four-year liberal arts college for women. Affiliated with the United Methodist Church, it was founded in 1891 under a charter granted in 1830 to the original Board of Trustees of Randolph Macon College for Men. Since 1953, the College has had its own governing board of trustees.

The College offers a curriculum which includes study in the humanities and fine arts, the social sciences, and the natural sciences; this curriculum leads to the Bachelor of Arts degree. It also prepares students for certification as teachers at the elementary and secondary levels. At present there are no definite plans to offer graduate programs.

At Randolph-Macon Woman's College, the faculty devote themselves primarily to instruction. They are also continually involved in research directed primarily toward an enrichment of classroom teaching but frequently resulting in the publication of findings. Public service is rendered through an array of cultural activities, most of which are free to the public. In addition, the College offers continuing education courses for citizens of the community. Plans are underway for cooperation with the Woman's Resource Center of Lynchburg for more extensive educational service to women in the area.

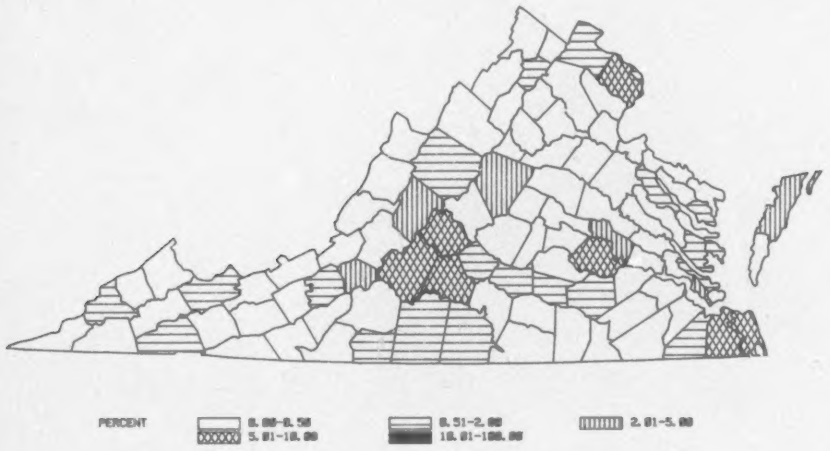
The College offers courses in most of the traditional liberal arts areas. Interdisciplinary majors are offered in about ten programs, as well as majors in approximately 25 different areas of the liberal arts. Among the unique educational opportunities of the College is the Junior Year Program at R-MWC's Center at the University of Reading in England. Recent program additions include majors in medical technology, international relations, and communication, plus minors in computer science and business. These curriculum changes reflect R-MWC's desire to be responsive to increasing career opportunities for women while remaining basically a liberal arts college. This sense of mission is supported by the College's Career Development Center and by an experiential learning program. Other similar programs may be added depending upon financial resources and the needs of students.

Randolph-Macon welcomes students from the entire United States and from many foreign countries; the majority come from the southeastern United States. Virginians constitute the largest single group, and this pattern is expected to continue. The College will continue to function as an institution primarily for women students. Men are eligible to take courses, but they are not admitted as degree-seeking students in the regular B.A. program. Women of non-traditional college age are encouraged to continue their education through the College's "Prime Time" program. Special support services help to make the transition into higher education easier for these students whose education has been interrupted.

The College now serves a wide range of socioeconomic groups. This diversity is made possible by an extensive program of financial aid. Students are required to live on campus unless living at home or with a spouse. It is expected that the number of part-time students will increase to a figure slightly above the present count, which is approximately 10 percent of the total enrollment.

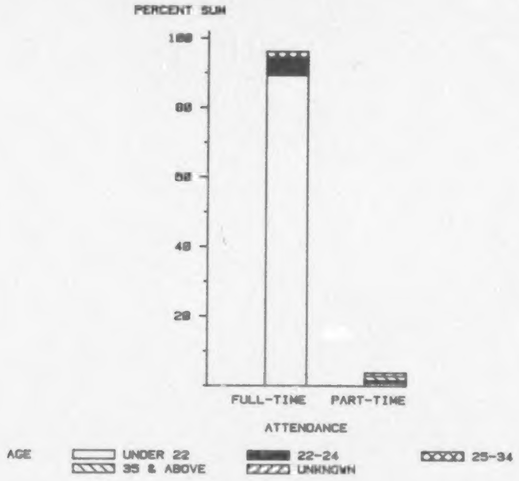
Percent of Headcount Enrollment by County

Fall 1979


PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
2.01-5.00

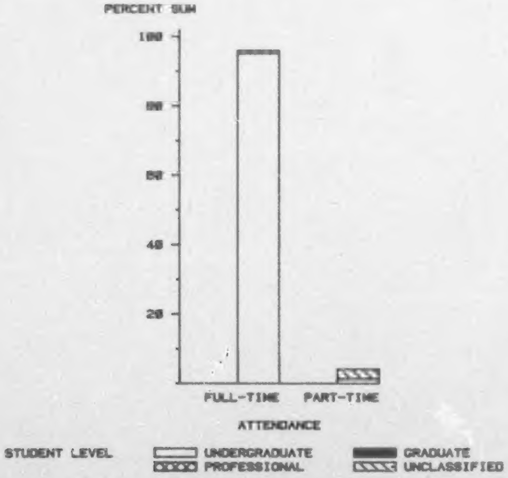
Enrollment by Age

Fall 1979



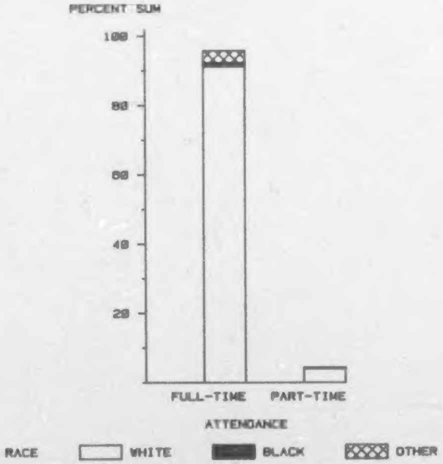
Enrollment by Student Level

Fall 1980



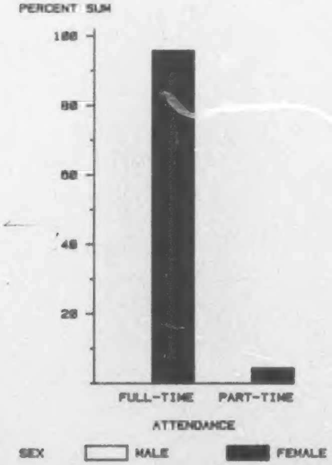
Enrollment by Race

Fall 1980



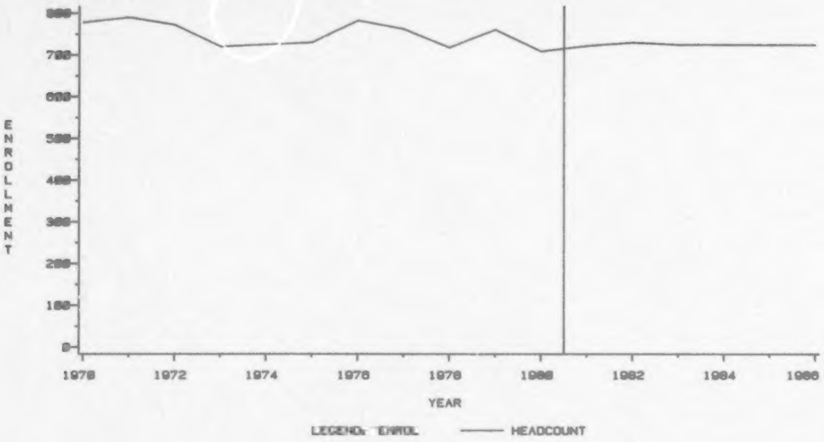
Enrollment by Sex

Fall 1980

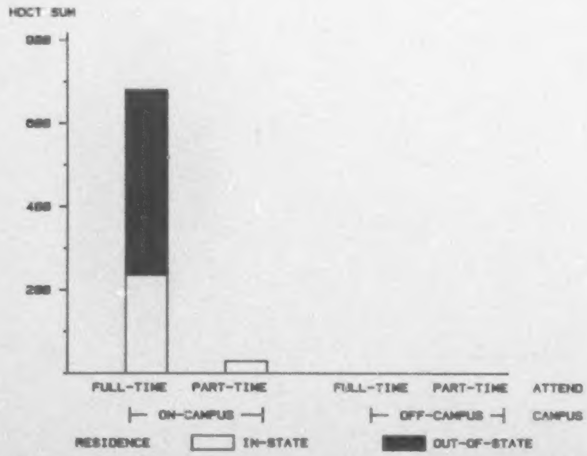


Randolph Macon (women)

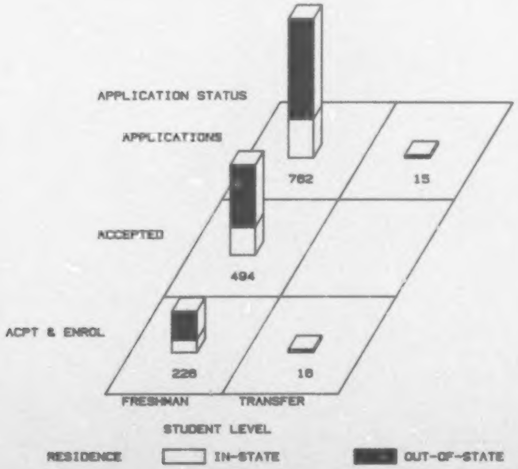
Actual and Projected Enrollment
1970 to 1986



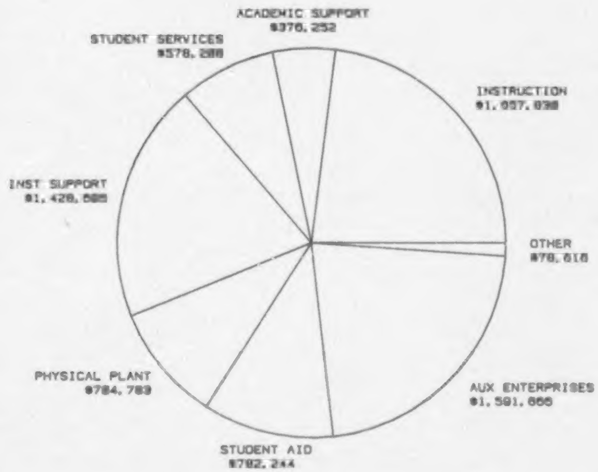
Total Headcount Enrollment
Fall 1980



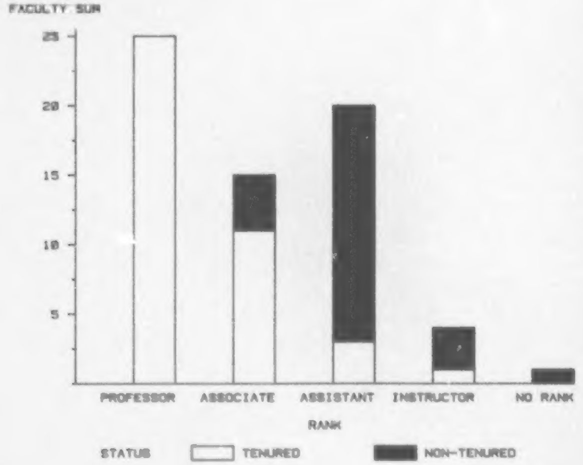
Admission Applications by Level
Fall 1980



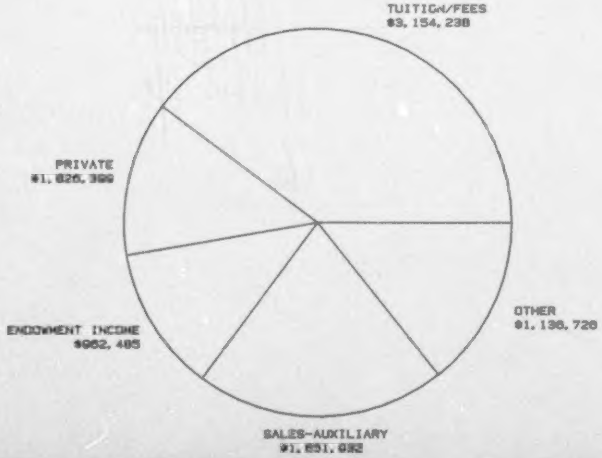
Funds Expenditures
Fiscal Year 1979–80



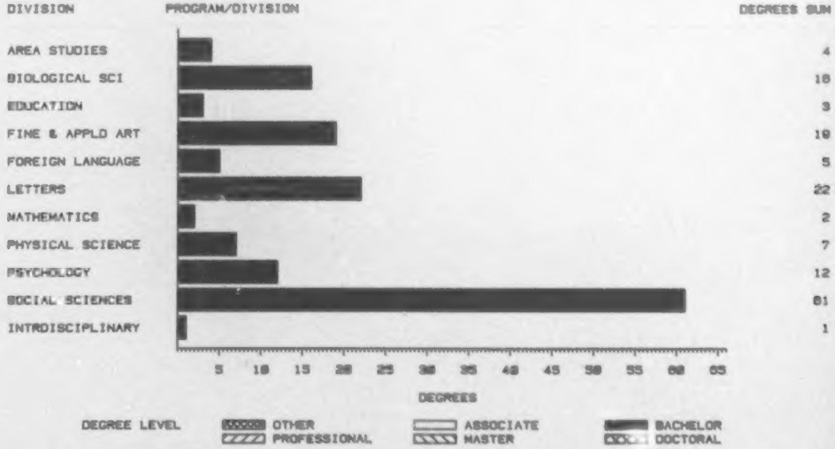
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



Roanoke College

Salem

Roanoke College was founded near Staunton in 1842 by two pioneer Lutheran clergy, David F. Bittle and Christopher C. Baughman. Originally known as the Virginia Institute, the school was chartered in 1845 and moved to Salem in 1847, when it was renamed the Virginia Collegiate Institute. In 1853 the Virginia legislature granted the institution a charter as Roanoke College, raising it to the rank of a college. The college remains affiliated with the Lutheran Church in America.

Since its beginning the College's courses of instruction have been basically in the liberal arts. As a coeducational, baccalaureate level institution with approximately 1,250 students, Roanoke College has a resident student body of approximately 900. Another 300 full-time students commute, while the remainder are part-time. Slightly more than half of all students enrolled are Virginians. Most of the others come from states north and east of Roanoke. Large student populations come from Maryland, Pennsylvania, New Jersey, and New York.

The College offers programs leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Business Administration degrees. Although the College has explored the possibility of offering work at the Master's level, no shift in that direction is likely to occur within the next five to ten years.

There are currently 23 majors offered; they are administered through 11 different departments. In addition to majors in most of the traditional liberal arts, several interdisciplinary majors are offered (International Relations, Criminal Justice, Urban Studies) plus several in more specialized areas, such as elementary education and health and physical education. In cooperation with local hospitals, students can pursue studies in Medical Technology and Radiologic Technology and can receive a B.S. degree with a major in Nursing. The College maintains a strong undergraduate emphasis in the natural sciences and in mathematics and statistics. In the social sciences, students combine strong academic preparation with internship possibilities. New undergraduate courses in social work are being introduced, and a Center for Community Research is being projected; the Center will increase student as well as faculty involvement in community projects. A Humanities Enrichment Program is underway, with strong financial backing from the National Endowment for the Humanities and private sources, bringing to the campus visiting professors and outstanding lecturers. With the completion of the F.W. Olin Hall in 1977, the College is giving increasing emphasis to new majors in the Fine Arts. Current plans are to continue with the 4-1-4 calendar and to strengthen the January Interterm. Plans are also underway to develop computer applications in a wide range of courses.

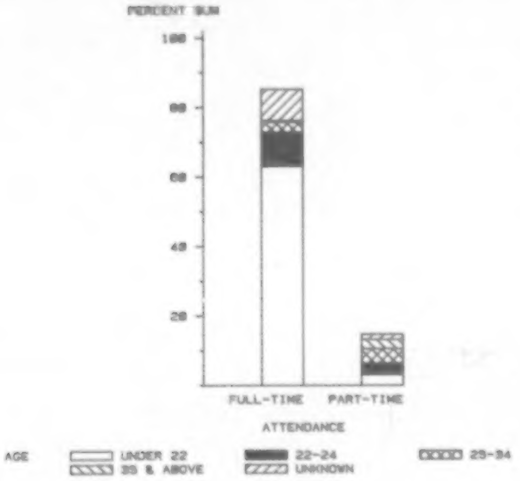
An extensive cooperative relationship with Hollins College has been developing over the years. Students may cross-register at the other college during regular semesters. In some majors, such as German, students may complete the program requirements only by taking courses at the other college. Also, Roanoke's facilities are used to provide courses leading to the Master's In Business Administration offered by Lynchburg College. A career counseling consortium is presently operating with the joint sponsorship of Roanoke College, Hollins College, Virginia Western Community College and the area public schools. In addition, Roanoke belongs to the Western Region Consortium for Continuing Education.

The College does not anticipate any programs being offered outside the Roanoke Valley. The continuing education effort is growing steadily, and short term programs and summer educational opportunities are being designed for special groups in the area. A greater emphasis is being placed on programs for older adults.

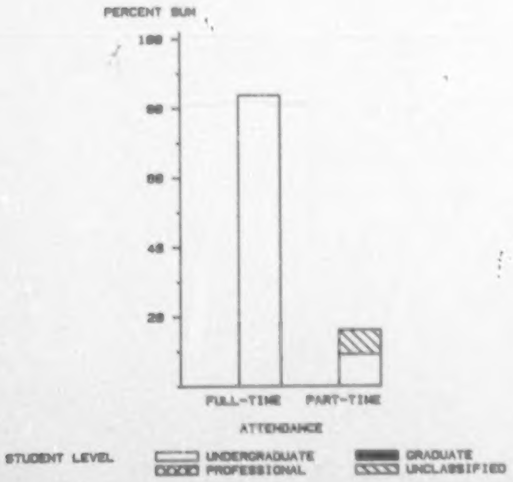
Roanoke College is primarily a teaching institution. Research and public service on the part of individual faculty members are encouraged, but not at the expense of teaching. Research efforts by faculty remain modest; the amount of research directly funded from outside sources in any given year does not usually exceed $50,000. The major grant programs of the College are focused on the improvement of undergraduate teaching and faculty development. An effort has been made to make the new Olin Hall an artistic and cultural center for the Roanoke Valley and for Southwest Virginia, both in the arts and humanities. In addition, it is anticipated that the projected Center for Community Research, which will focus particularly on policy evaluation, will provide a needed service for the Roanoke area.

Roanoke College plans no major modifications in instructional purpose or function in the next decade. Enrollment is now near capacity and is expected to remain stable. No new degree program and few new majors are anticipated in the near future; instead, a consolidation and strengthening of existing programs will be undertaken.

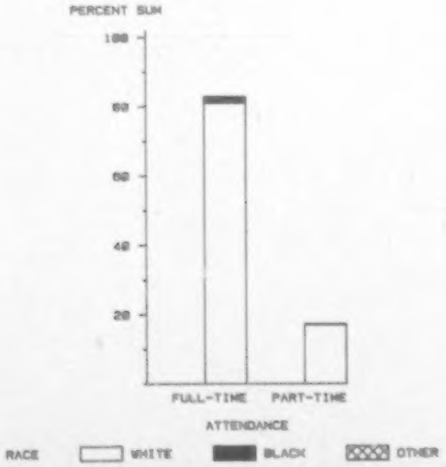
Enrollment by Age
Fall 1979



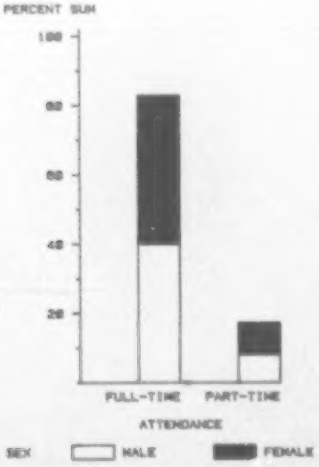
Enrollment by Student Level
Fall 1980



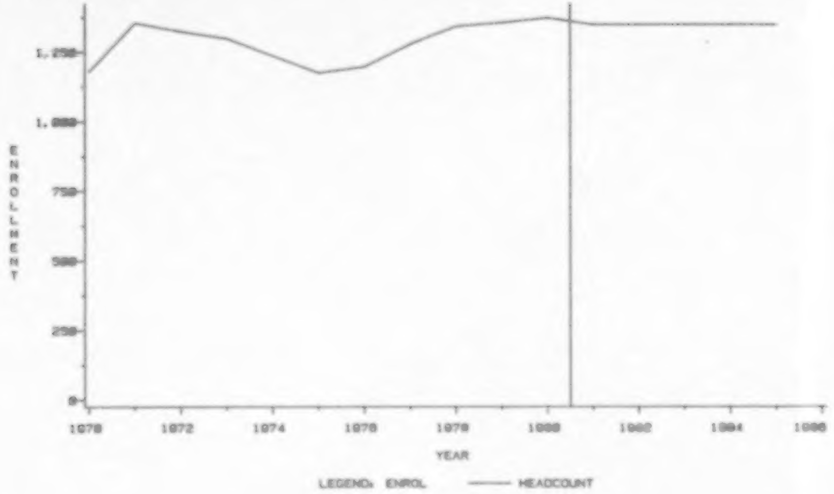
Enrollment by Race
Fall 1980



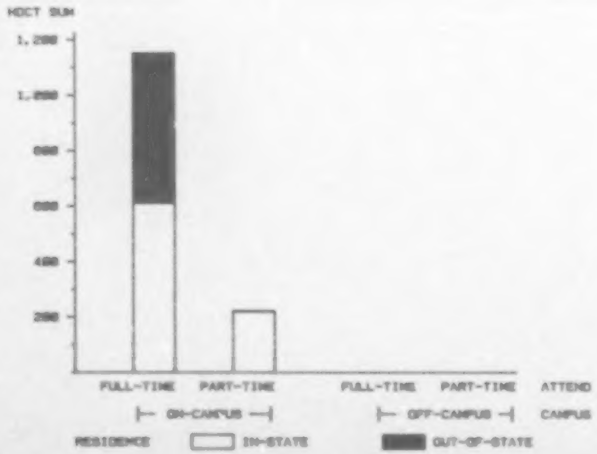
Enrollment by Sex
Fall 1980



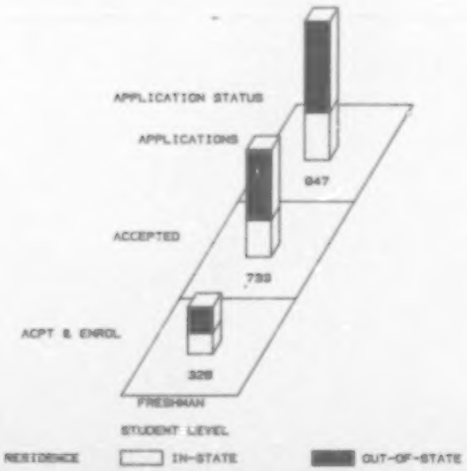
Actual and Projected Enrollment
1970 to 1986



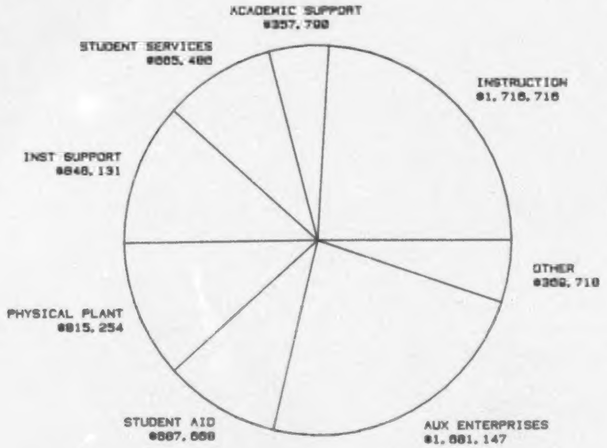
Total Headcount Enrollment
Fall 1980



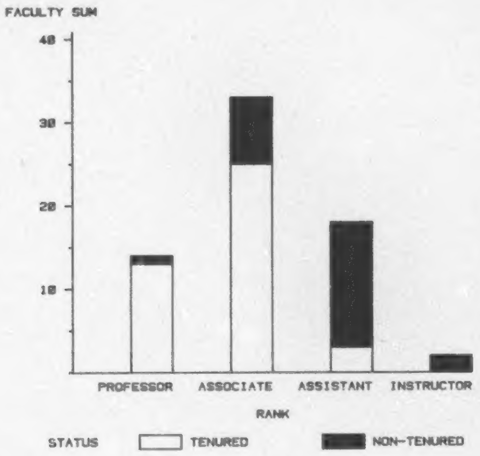
Admission Applications by Level
Fall 1980



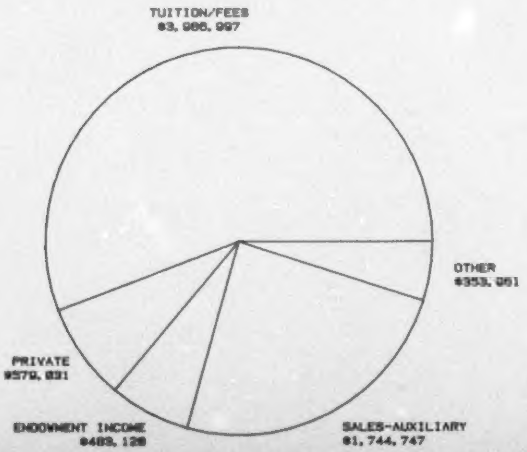
Funds Expenditures
Fiscal Year 1979–80



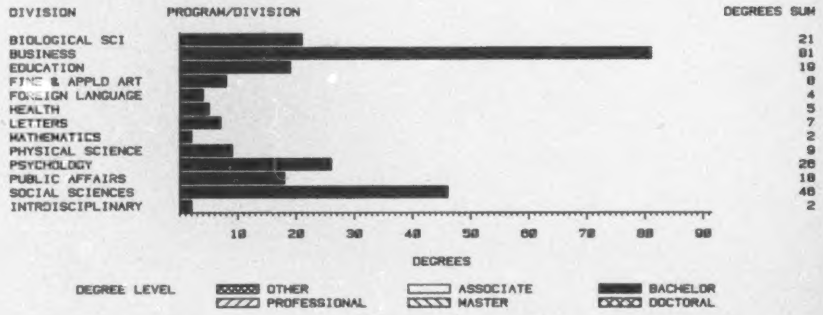
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



Saint Paul's College

Lawrenceville

In February, 1883, a parochial school was organized in the Vestry room of a small frame chapel in Lawrenceville in Brunswick County, Virginia. Soon the quarters of the parochial school became too small for the increasing enrollment, and a three-room structure was built to accommodate the increasing population.

Saint Paul's College, as it currently exists, emerged from this humble beginning. From the Saint Paul's Normal and Industrial School (1888) to Saint Paul's Polytechnic Institute (1941) to Saint Paul's College (1957), the institution grew. The college places strong emphasis upon building Christian character. Although operated under the auspices of the Episcopal Church of America, the formal resolution of the Board of Trustees, the college is open to students and teachers of all denominations and races.

As a liberal arts college, it seeks to develop an intellectual atmosphere in order to meet the broad range of needs of persons who seek admission. In addition to providing the best possible learning environment for its students, the College offers a scope of activities designed to anticipate and to fulfill the intellectual, cultural, and social needs of its community, both local and extended. Also, the college is committed to innovative approaches in the teaching-learning setting that broaden the educational horizons for persons whose intellectual capacities demand program flexibility.

The college, with its five departments, offers the degrees of Bachelor of Arts in English, history, political science, and sociology. The Bachelor of Science degree may be obtained in the areas of biology, business administration, office administration, mathematics, and general studies. The Bachelor of Science in Education degree is available in biology, business education, elementary education (K-3 or 4-7), English, general science, mathematics, and social science.

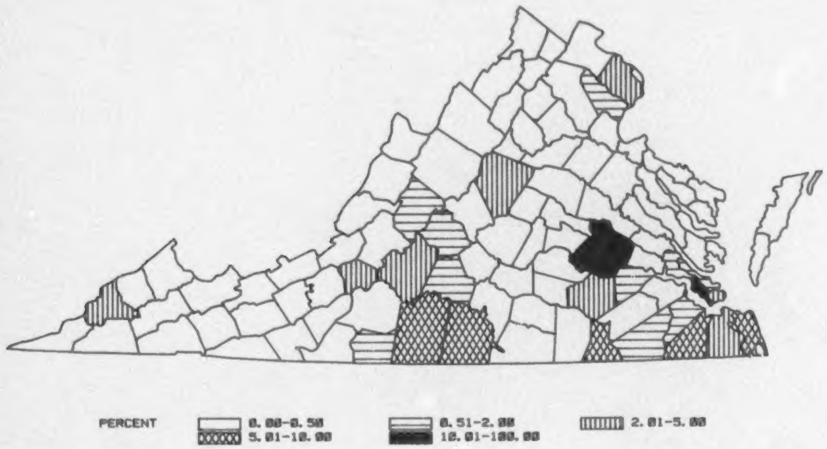
The student body shows a geographical distribution of approximately nineteen states and seven foreign countries. The north-south boundary of the states represented in 1980-81 extended from Massachusetts to Florida and the east-west boundary from Maryland to Illinois. Texas in the southwest and Colorado in the Rocky Mountain area were also represented.

The capable cadre of instructors represents thirty-four of the nation's leading colleges and universities. Forty-two percent of the faculty hold the earned doctorate. Sixty active memberships in the nation's leading professional organizations are held by the members of the faculty.

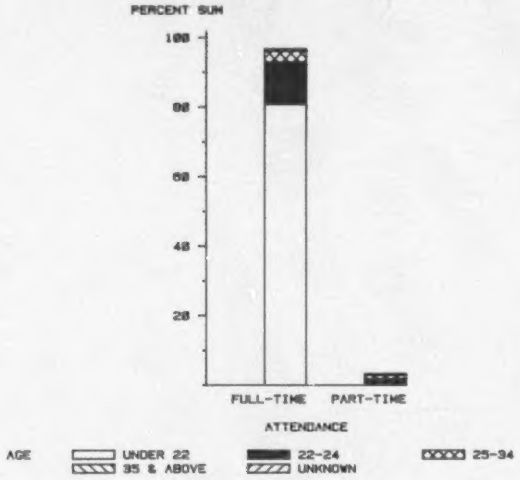
In the age of a highly complex technological society, each member of the Saint Paul's College community has an invitation and an obligation to strengthen the links in the development of an expanding network for the improvement of the quality of life.

The total resources of the college are committed to the development of students who will be equipped to live effectively in a global society.

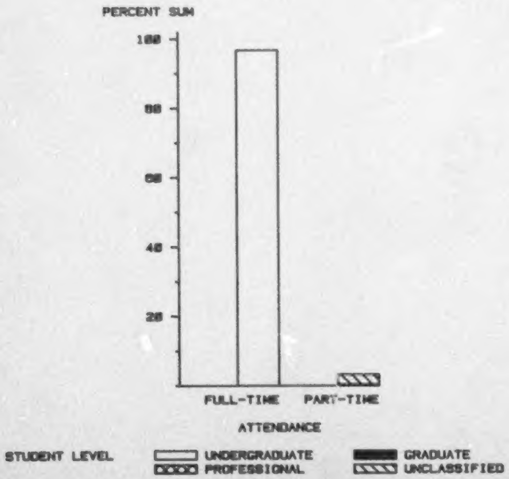
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

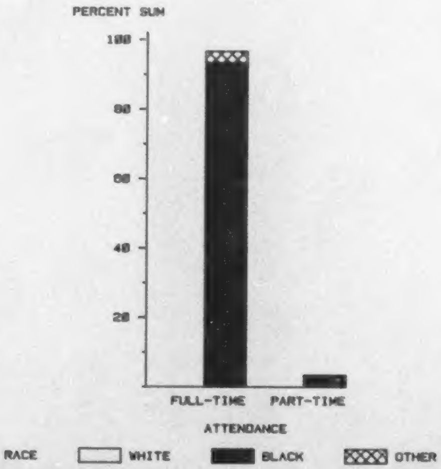
Enrollment by Age
Fall 1979



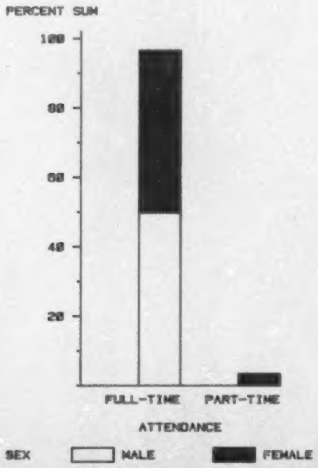
Enrollment by Student Level
Fall 1980



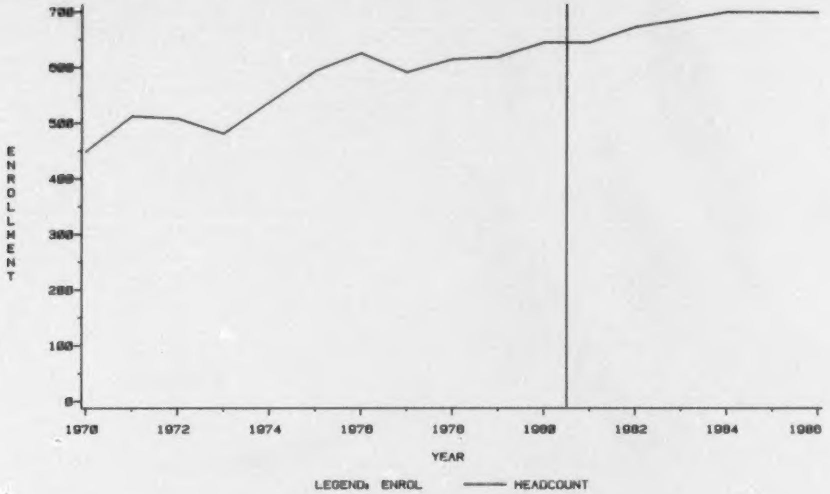
Enrollment by Race
Fall 1980



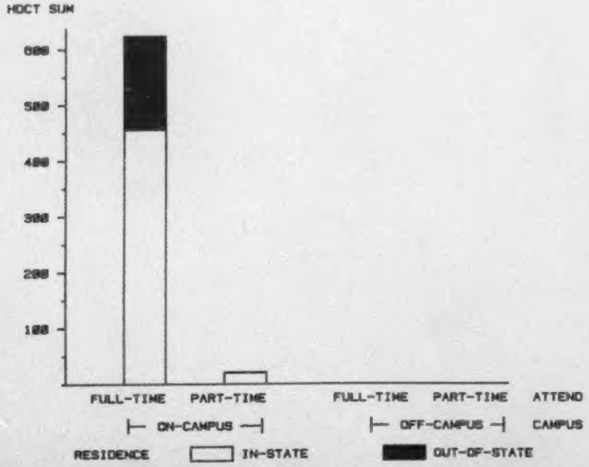
Enrollment by Sex
Fall 1980



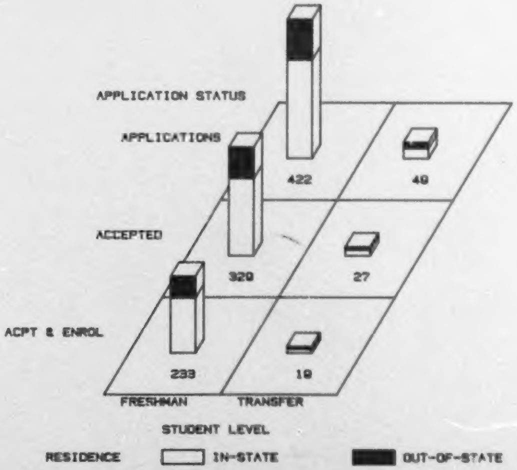
Actual and Projected Enrollment
1970 to 1986



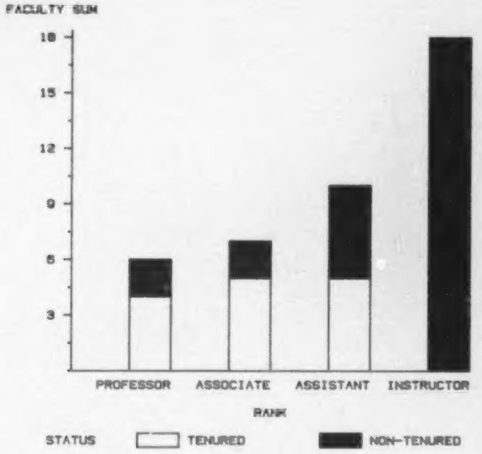
Total Headcount Enrollment
Fall 1980



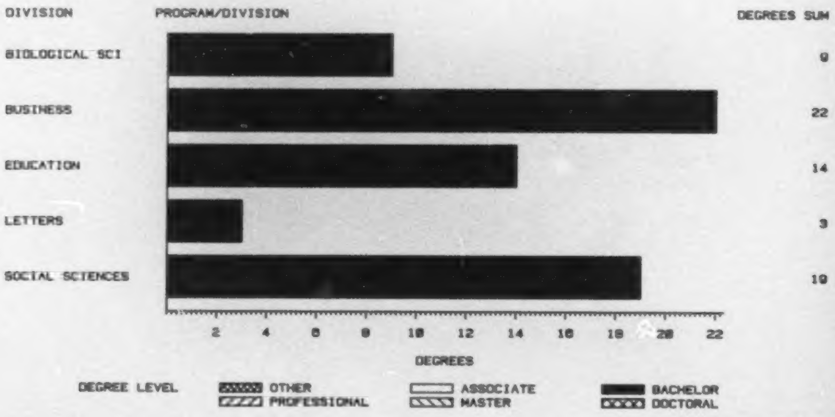
Admission Applications by Level
Fall 1980



Tenure of Full-Time Instructional Faculty
Academic Year 1980-81



Degrees Conferred
Academic Year 1980-81



Shenandoah College and Conservatory of Music

Winchester

Shenandoah College and Conservatory of Music is a United Methodist-related, four-year college located in the Shenandoah Valley.

It was founded in 1875 in Dayton, Virginia, and moved to Winchester in 1960. The Winchester campus includes 45 acres with ten modern buildings. Shenandoah offers two-year associate degree programs in nursing, respiratory therapy and piano technology. It offers four-year baccalaureate programs in music composition, music education, music management, music theatre, music performance, music therapy, philosophy-religion, psychology-education, recreation therapy, biology, chemistry, church music, dramatic theatre, elementary education, English, history, management, and mathematics.

Shenandoah's strengths since 1877 have been and continue to be its programs in music, health sciences, business, and general education.

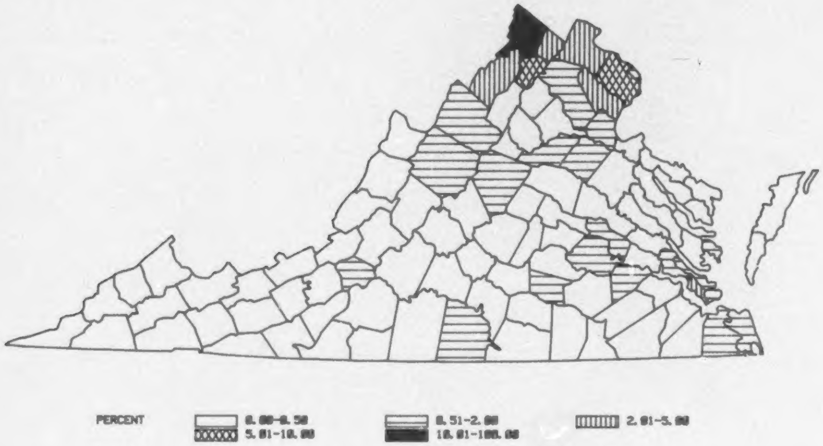
Recent expansions in the academic programs at Shenandoah include baccalaureate curricula in nursing, respiratory therapy and dance education and an associate degree in equestrian studies. In addition, the College now offers graduate instruction at the Master's degree level in business management and music education.

Shenandoah emphasizes career education but also intends that its graduates be prepared to pursue graduate study; that they be discerning, effective citizens and creative leaders; and that, having independent learning capabilities, they be desirous of continued intellectual growth.

Shenandoah emphasizes a close student-teacher relationship. The student/teacher ratio is 8/1. The current student population of under 1,000 is about evenly divided between men and women who come from all social and economic levels. Over 60 percent of Shenandoah's students receive financial aid.

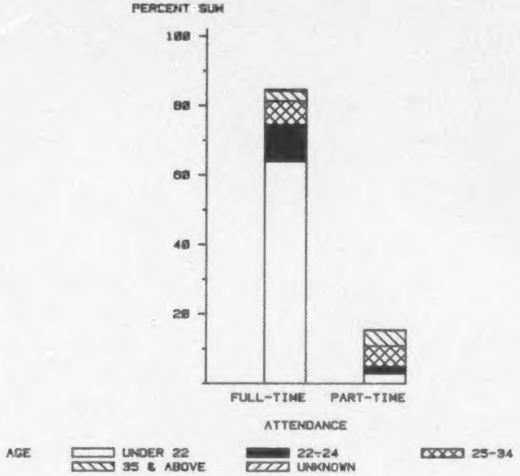
Shenandoah enrolls approximately one-third of its students from within a radius of 60 miles. Another third of the enrollment comes from Virginia and the surrounding tri-state area of West Virginia, Maryland, and Pennsylvania.

Shenandoah is a member of or accredited by a number of regional and professional associations, including the Southern Association of Colleges and Schools, the National Association of Schools of Music, the National League for Nursing, the Council on Education of the American Medical Association, the Virginia State Board of Nursing, the University Senate of the United Methodist Church, the National Association for Music Therapy, the National Association of Intercollegiate Athletics, the Association of American Colleges, and the National Association of Independent Colleges and Universities.

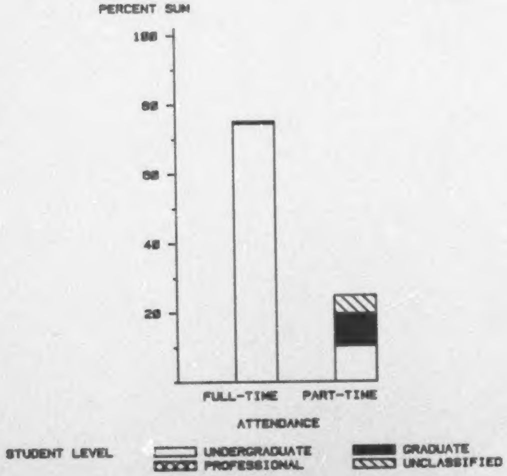


Percent of Headcount Enrollment by County
Fall 1979

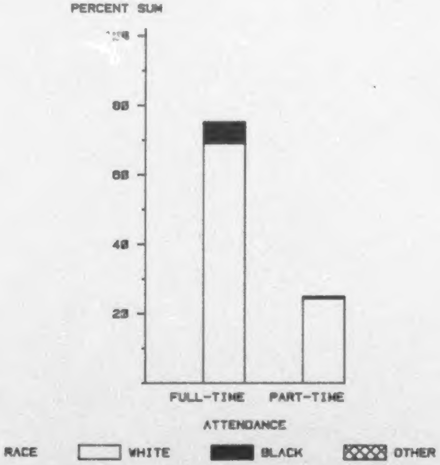
PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
2.01-5.00



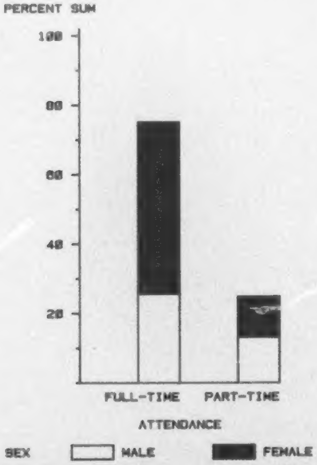
Enrollment by Age
Fall 1979



Enrollment by Student Level
Fall 1980

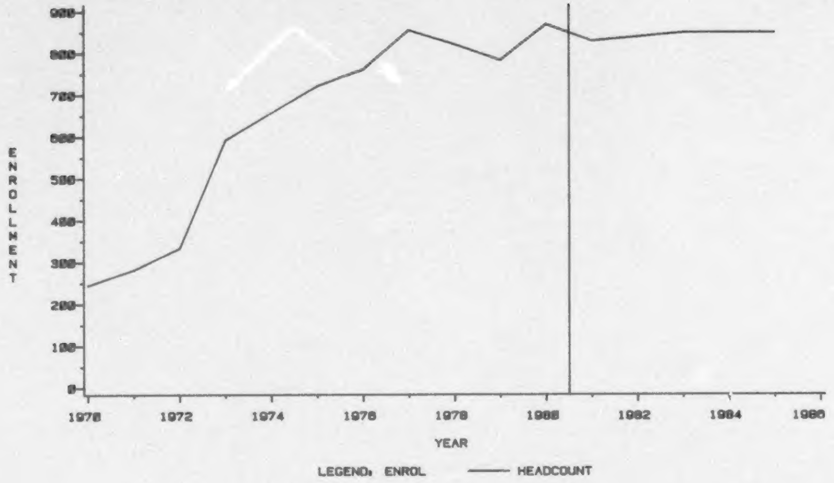


Enrollment by Race
Fall 1980

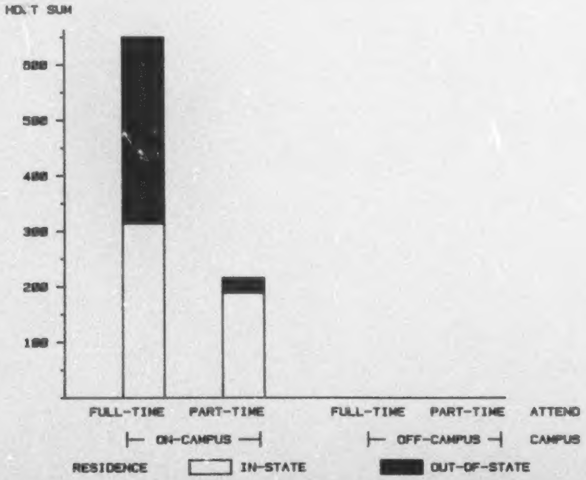


Enrollment by Sex
Fall 1980

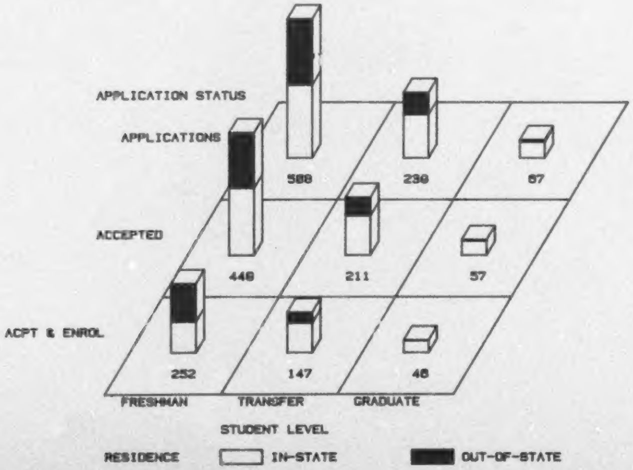
Actual and Projected Enrollment
1970 to 1986



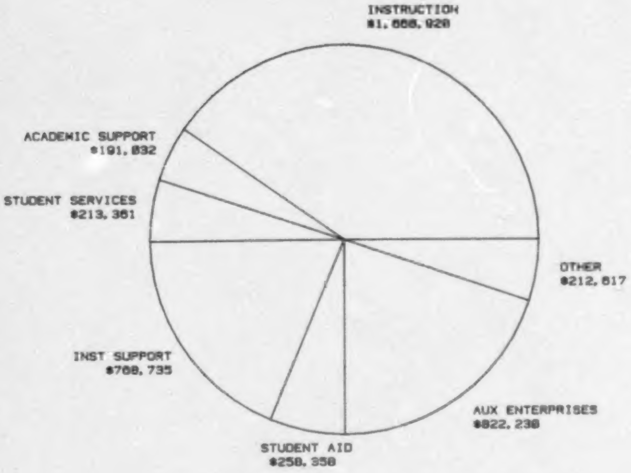
Total Headcount Enrollment
Fall 1980



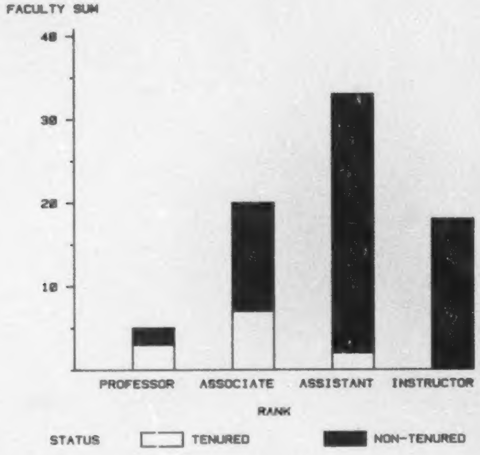
Admission Applications by Level
Fall 1980



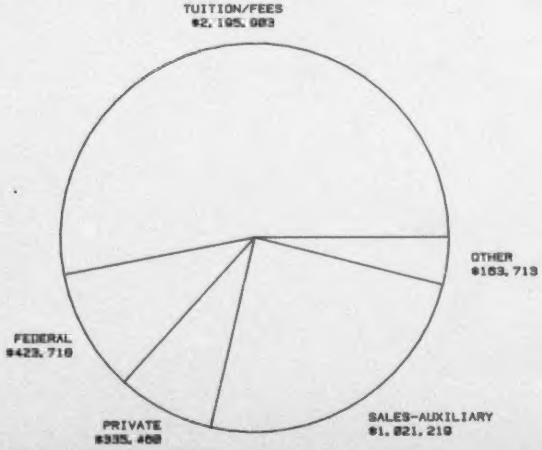
Funds Expenditures
Fiscal Year 1979–80



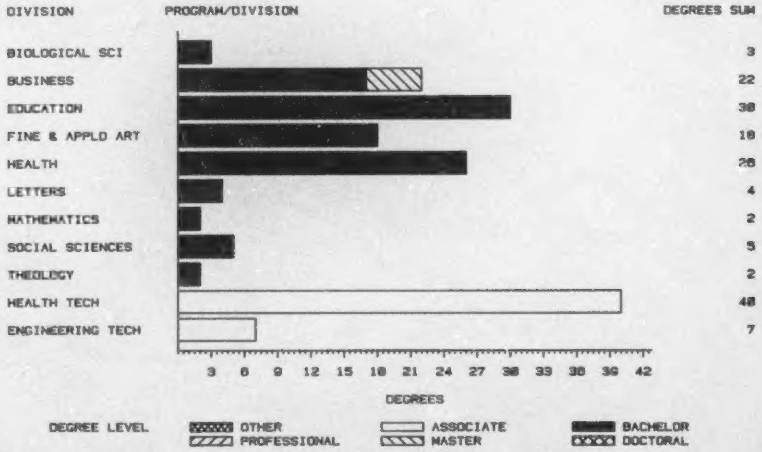
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



Southern Seminary Junior College

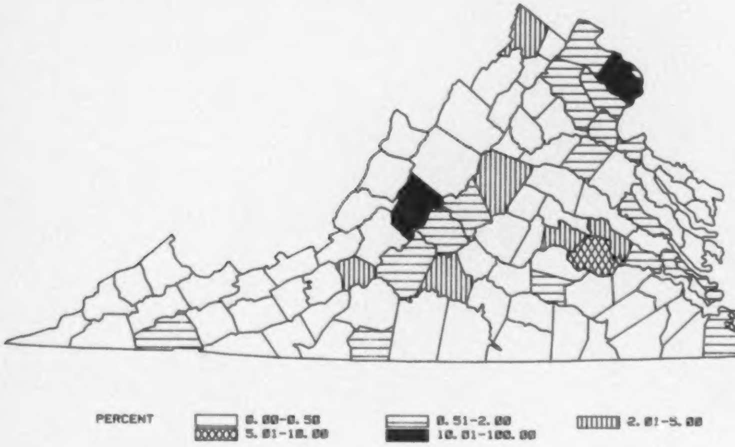
Buena Vista

Founded in 1867 as the Home School for Girls, Southern Seminary Junior College is now a private two-year college with an enrollment of 237 women. It is nonsectarian. The College, committed to continuing as a women's two-year institution, offers three kinds of programs: a liberal arts program; curricula in occupational education, general studies, and fine arts; and a Junior College Certificate. The institutional emphasis is on instruction in educating its students in intellectual, physical, social, and spiritual values.

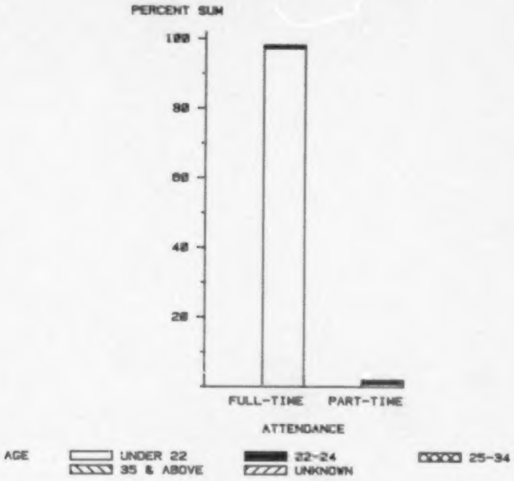
The College offers majors in the liberal arts leading to the degree of Associate in Arts, and majors in merchandising, interior design, secretarial science, animal science, pre-nursing, early childhood development, physical education, and general studies leading to the degree of Associate in Science.The Associate of Fine Arts degree is offered to students majoring in art, drama, or music. A Certificate in Horsemanship may be combined with other degree programs. Students not selecting a degree program may earn the Junior College Certificate.

Southern Seminary expects to remain a small, women's junior college and to keep its offerings sufficiently flexible to meet the demands of a wide variety of students.

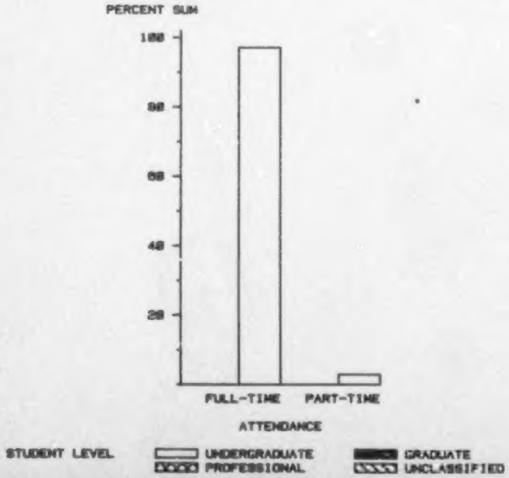
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

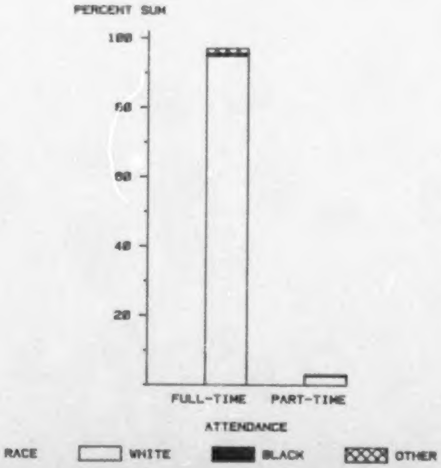
Enrollment by Age
Fall 1979



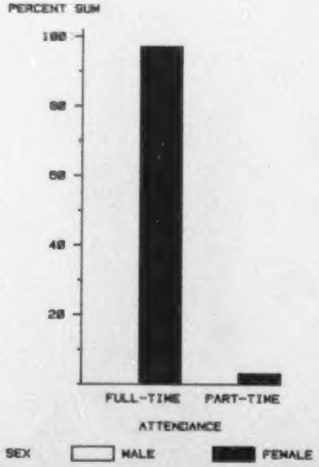
Enrollment by Student Level
Fall 1980



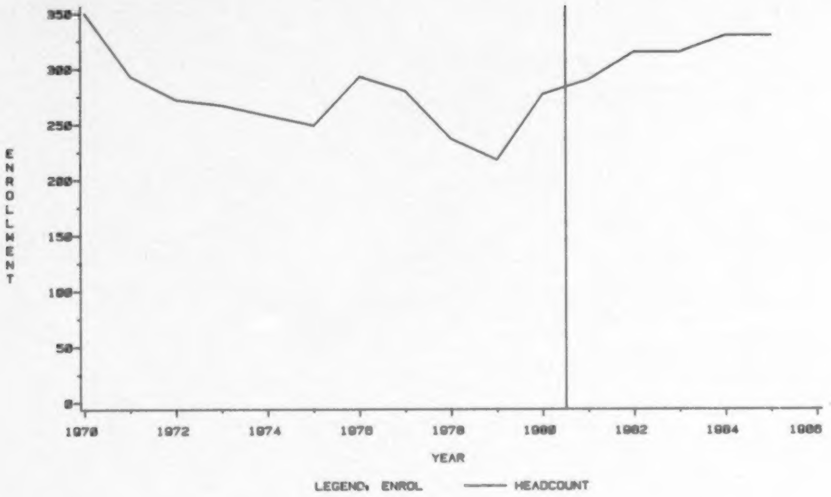
Enrollment by Race
Fall 1980



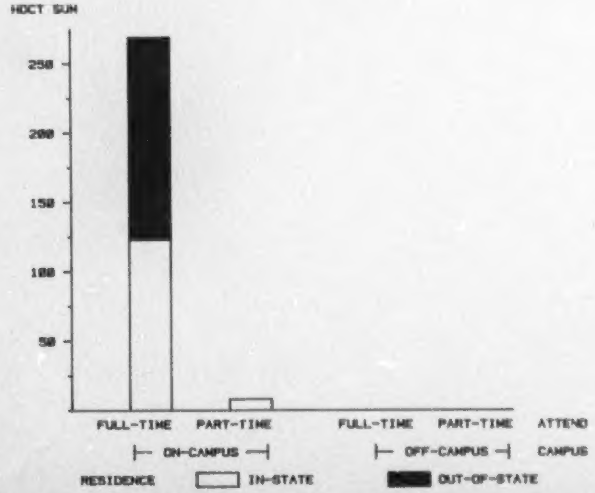
Enrollment by Sex
Fall 1980



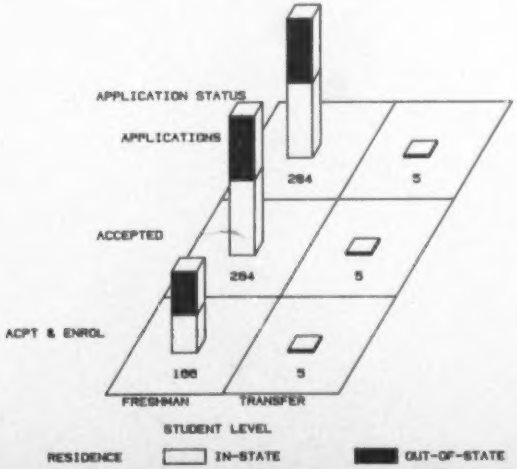
Actual and Projected Enrollment
1970 to 1986



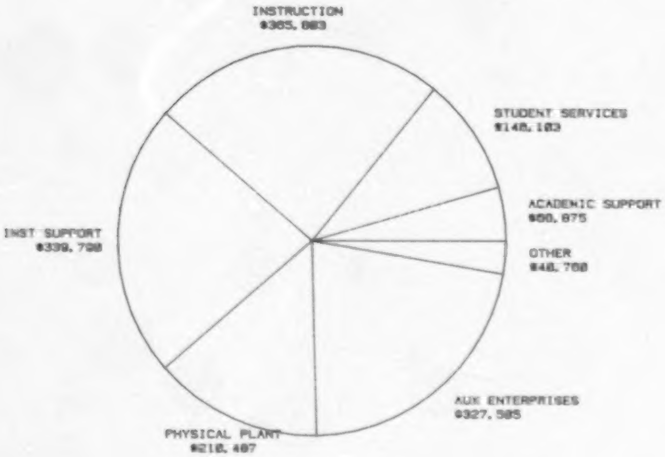
Total Headcount Enrollment
Fall 1980



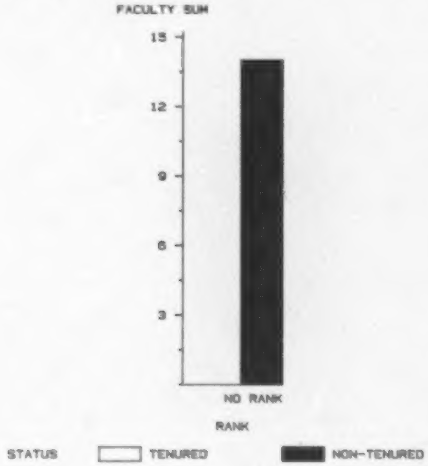
Admission Applications by Level
Fall 1980



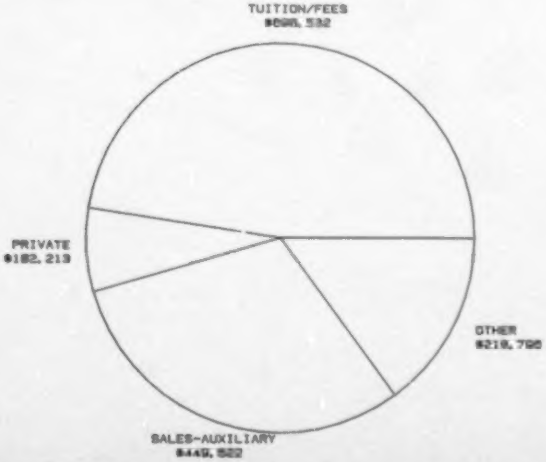
Funds Expenditures
Fiscal Year 1979–80



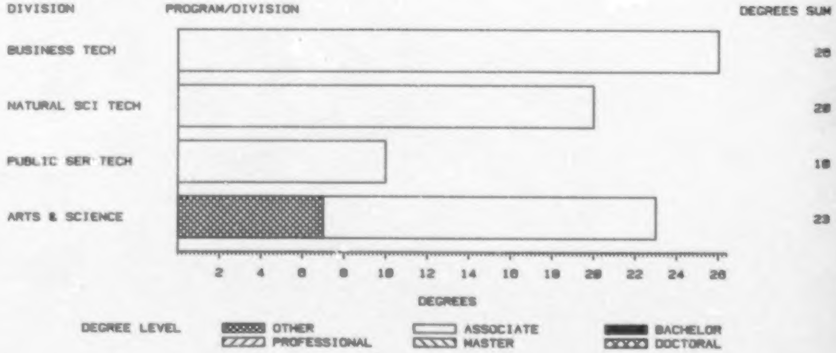
Tenure of Full-Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



Sweet Briar College

Sweet Briar

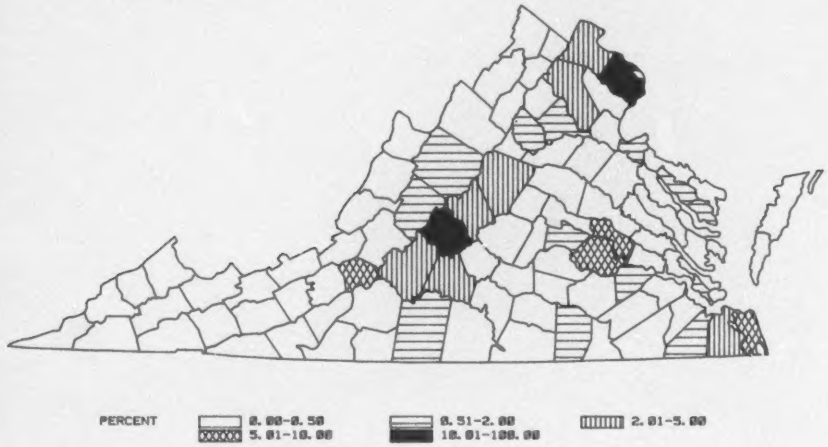
Chartered in 1901, Sweet Briar College is primarily a residential college for women. The aim of the College is to offer sound instruction in the disciplines of the liberal arts, constantly reinterpreted and reorganized so as to apply to the changing society. To this end, the College also offers interdisciplinary studies, computer sciences, accounting, business and art management, as well as internships and independent studies. The College confers only the degree of Bachelor of Arts and has no plans to offer degrees beyond this level.

The institution emphasizes teaching and faculty scholarship, especially that which improves and enriches teaching. Public service activities include programs for cultural enrichment of the local communities, continuing education for adults who wish to enroll as part-time students or register in special, non-credit courses designed to meet local needs, special short symposia on contemporary questions, and workshops for community and regional leaders on civic problems and development.

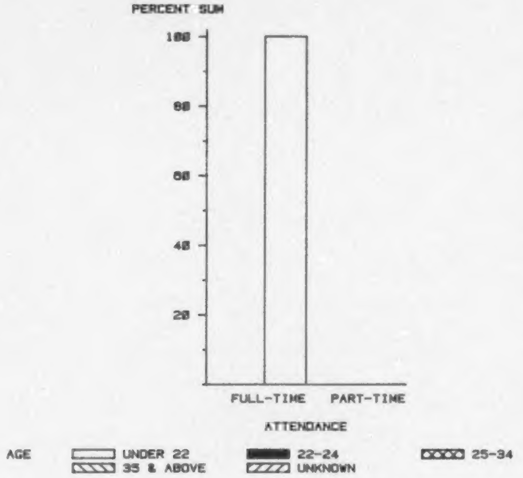
Bachelor's degree work is offered in the following fields of concentration: area studies, biological sciences, education, fine and applied arts, foreign languages, literature and letters, physical sciences, psychology, social sciences, and interdisciplinary studies. Significant additions to programs are not planned except, perhaps, for some increased offerings in area studies, applied arts, interdisciplinary studies, and selected pre-professional studies.

With a resident enrollment of 98 percent and a full-time enrollment of 99 percent, Sweet Briar's enrollment is expected to remain relatively stationary. Some 44 states and 20 foreign countries are currently represented within the student body. Sweet Briar endeavors to serve all socioeconomic and cultural groups, and a trend of the last ten years has seen some increases in the diversity of students from different economic, regional, and racial groups.

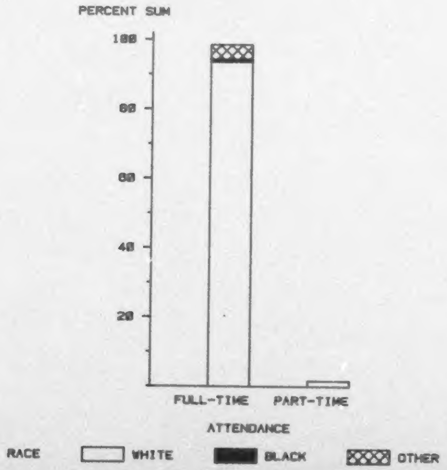
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

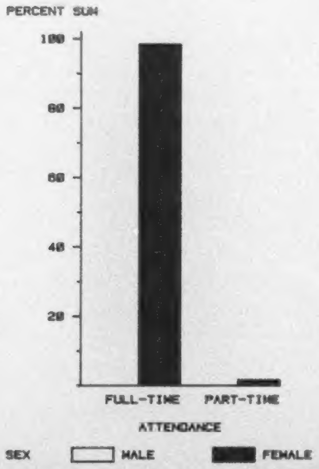
Enrollment by Age
Fall 1979



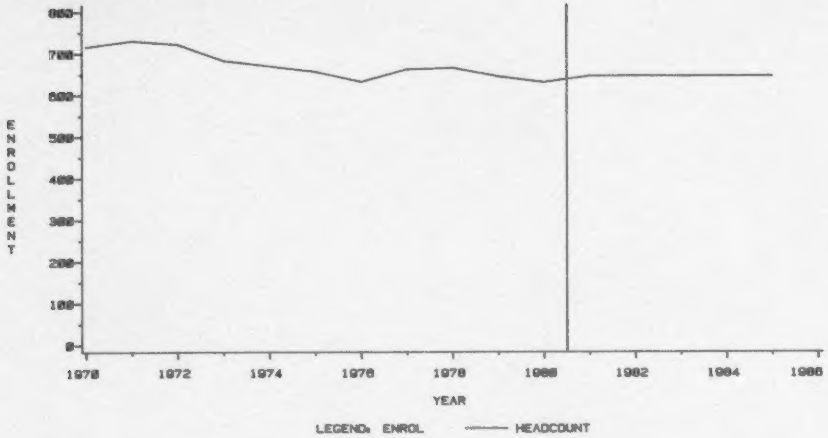
Enrollment by Race
Fall 1980



Enrollment by Sex
Fall 1980

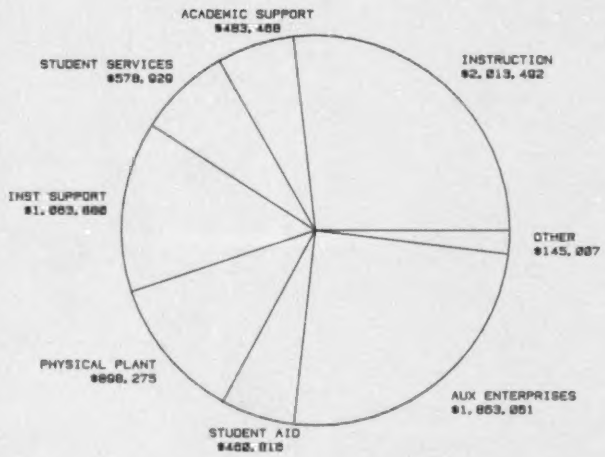


Actual and Projected Enrollment
1970 to 1986



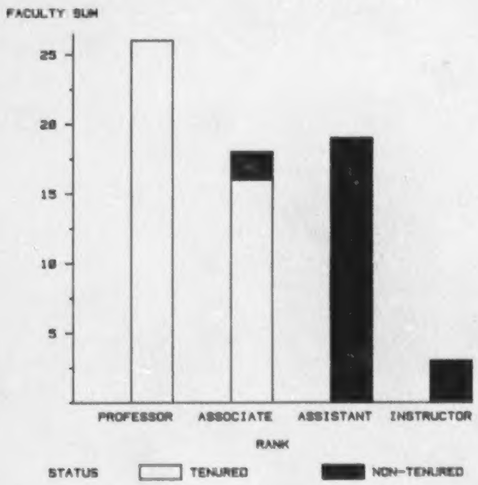
Funds Expenditures

Fiscal Year 1979–80



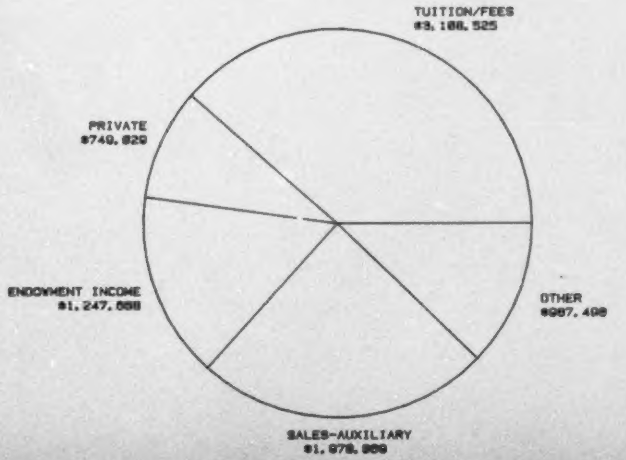
Tenure of Full–Time Instructional Faculty

Academic Year 1980–81



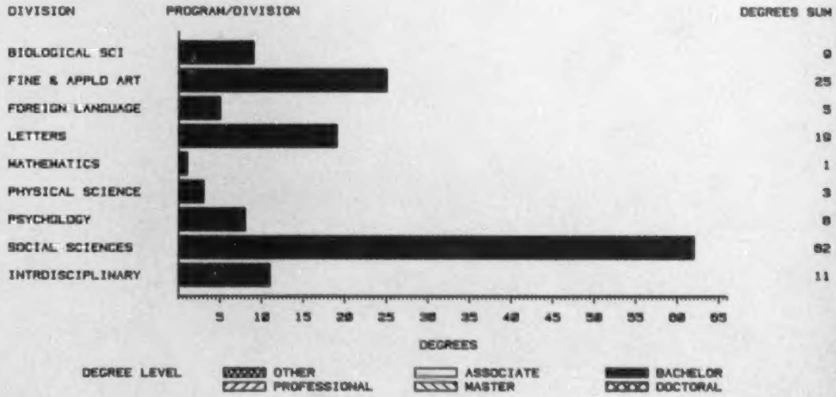
Sources of Funds Revenue

Fiscal Year 1979–80



Degrees Conferred

Academic Year 1980–81



Union Theological Seminary in Virginia

Richmond

Union Theological Seminary in Virginia, oldest and largest of the seminaries of the Presbyterian Church in the United States, was established at Hampden-Sydney College in 1812 and moved to Richmond in 1898.

Union is operated by the Synod of the Virginias and the Synod of North Carolina through a Board of Trustees. It regards its mission as education for the ministry. To meet this goal the seminary offers a basic program, graduate studies, and a program of continuing education.

The basic course requires four years, or their equivalent, leading to the Doctor of Ministry degree; a Master of Divinity degree is also available based on three years or their equivalent. The graduate school offers a program of studies leading to the degrees of Master of Theology and Doctor of Theology. Continuing education is provided to enable alumni and others to study systematically throughout their careers. Both resident and non-resident programs are offered.

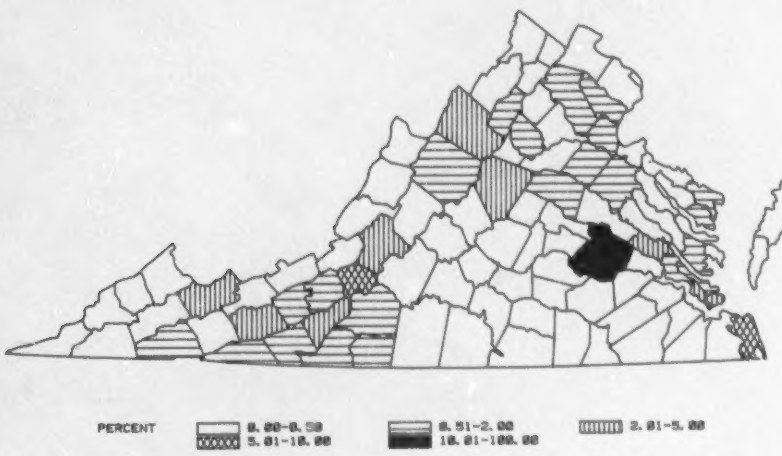
The entire program of study is integrated so that each course is related in so far as possible to the other courses and fields of study, undergirded by wide use of the Library/Learning Resources Center. Through supervised programs during the academic year and in the summer months, students apply the insights of their courses to specific situations.

Additional seminary activities include the publication of *Interpretation, A Journal of Bible and Theology*. Edited exclusively by Union's faculty, it is subscribed to by pastors, professors, students and others in every state and in more than 90 foreign countries.

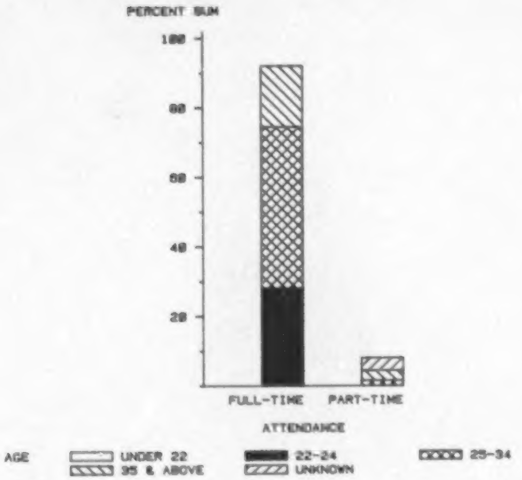
Union also operates WRFK-FM, a 50,000 watt fine arts radio station serving central Virginia. The station offers classical music, news, fine arts, and public affairs programming 18 hours a day, and has installed receiving equipment to enable it to join the satellite interconnection of the National Public Radio Network. WRFK-FM is supported primarily by fund-raising drives among its audience.

Union's student body of about 270 normally represents 30 or more states, six or more countries, and 20 or more denominations. Approximately 60 percent of the students are married and many have children, 20 percent are women, and five percent are international students.

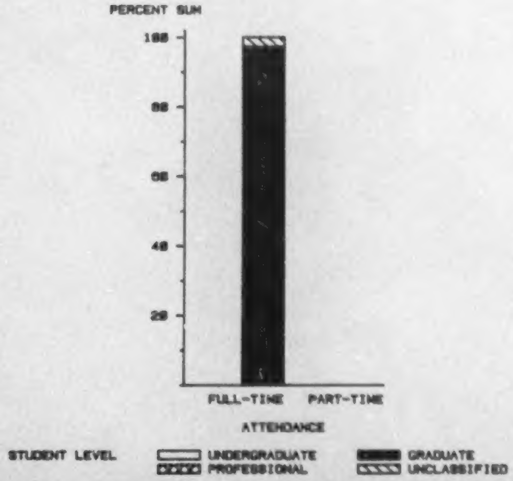
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
2.01-5.00

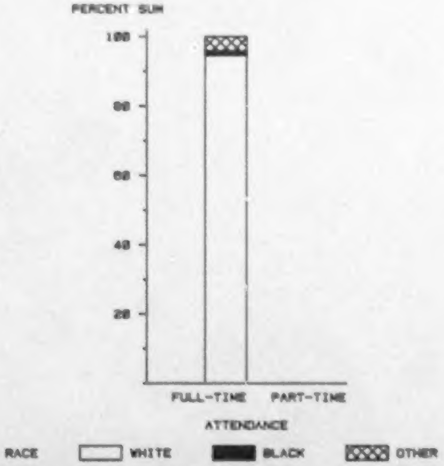
Enrollment by Age
Fall 1979



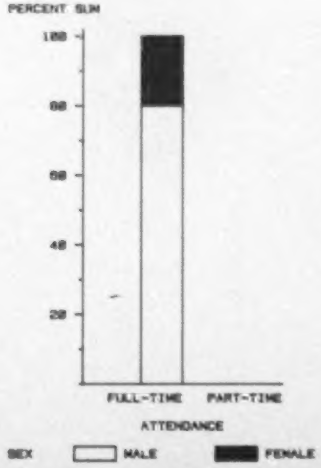
Enrollment by Student Level
Fall 1980



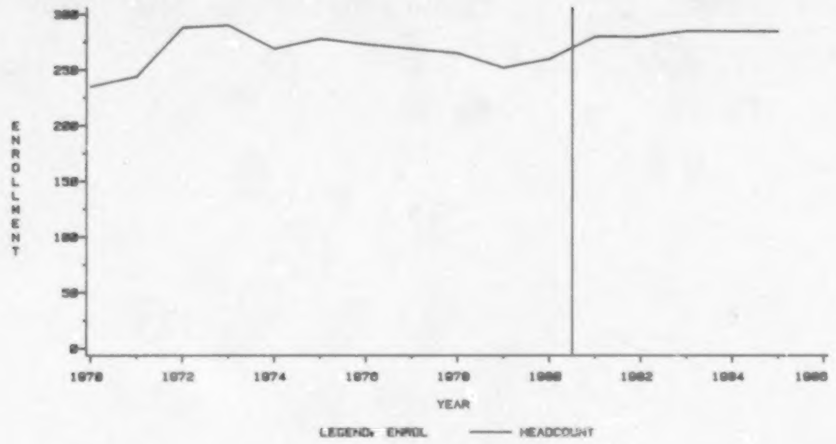
Enrollment by Race
Fall 1980



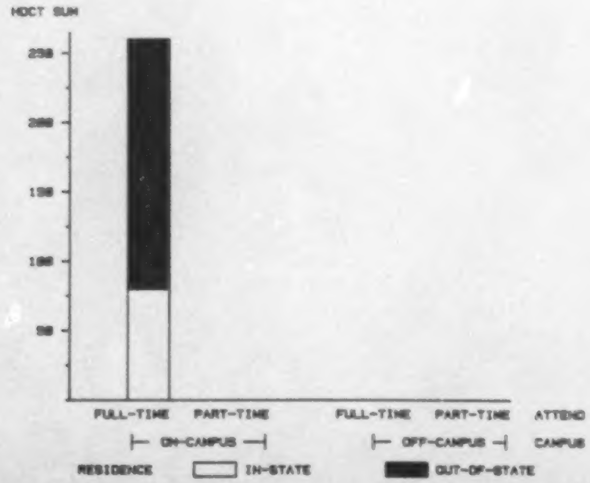
Enrollment by Sex
Fall 1980



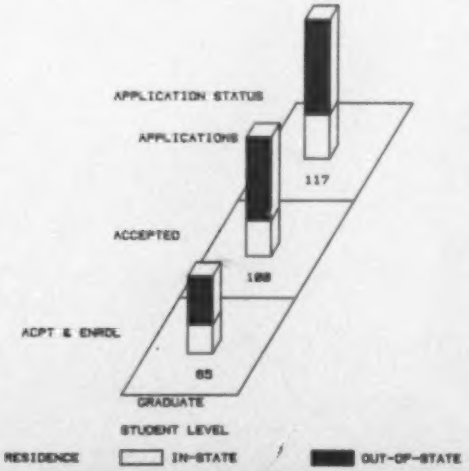
Actual and Projected Enrollment
1970 to 1986



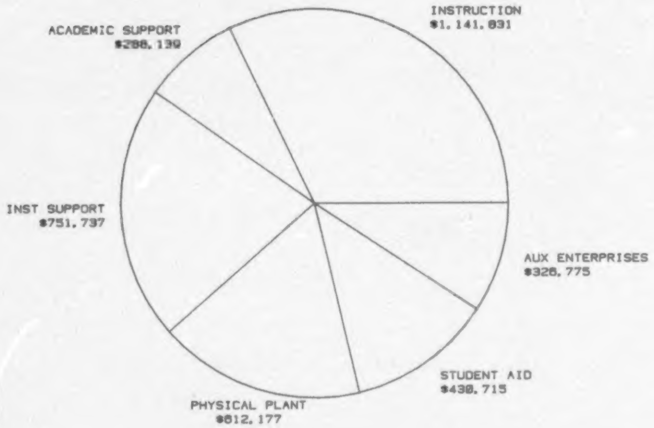
Total Headcount Enrollment
Fall 1980



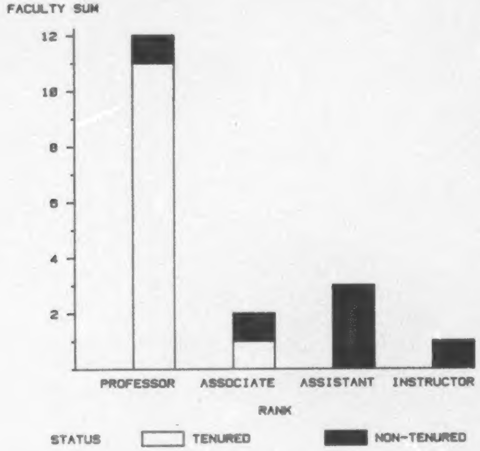
Admission Applications by Level
Fall 1980



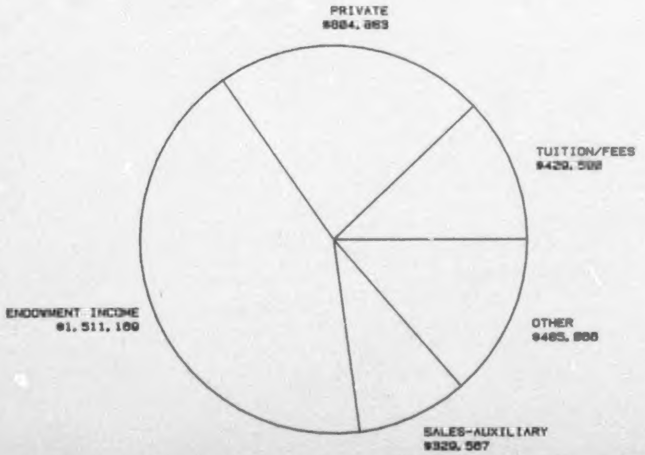
Funds Expenditures
Fiscal Year 1979–80



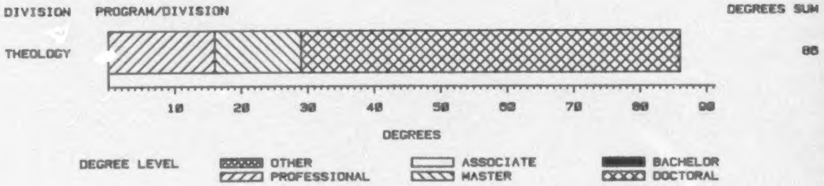
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



The University of Richmond

Richmond

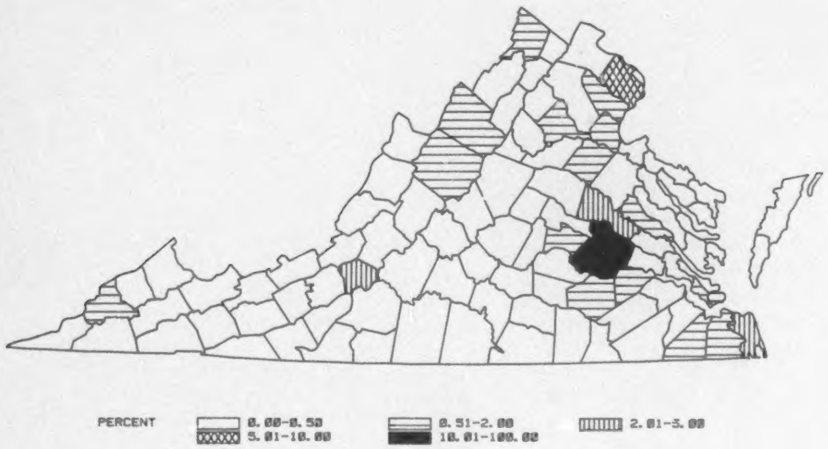
The University of Richmond was founded in 1830 by the Baptists of Virginia and today, as an independent, privately endowed institution, maintains its historic ties with the denomination. The University is composed of the following colleges or schools: Richmond College for undergraduate men, Westhampton College for undergraduate women, the Graduate School, The T. C. Williams School of Law, The E. Claiborne Robins School of Business (and its Richard S. Reynolds Graduate Division), and University College (including summer program, evening, and continuing education divisions).

The University of Richmond, situated on a 350-acre campus six miles west of the heart of the city, is the largest private institution of higher education in Virginia. Its coordinate structure, however, offers the advantages of a coeducational campus along with the benefits of small, separately administered colleges. Primarily a teaching institution in the liberal arts tradition, the University emphasizes instruction of high quality, and the faculty is encouraged to participate in research. Each year the University offers cultural activities and presents programs which are open to the public. Also, the programs of University College, with its Women's Resource Center, and the Institute for Business and Community Development are available to individuals in the community and to business and community organizations, as well.

The University of Richmond offers bachelor's degrees in all the traditional liberal arts and sciences disciplines, plus business administration. It offers master's degrees in business administration, the humanities, education, and most of the traditional disciplines in the liberal arts and sciences. In addition, the University offers a Juris Doctor degree through The T. C. Williams School of Law. During the next ten-year period, the University will concentrate on strengthening its existing programs by fostering a climate of academic excellence and allocating significant new resources to accomplish this goal.

The University is serving an ever-broadening constituency, with its students coming from all over the country and particularly from the entire area east of the Mississippi. About 30 percent of the 1980 freshman class were Virginia residents. In the 1980-81 session, full-time and part-time enrollment totaled 5,921. The University has some 22,000 alumni from every state and 47 foreign countries.

Percent of Headcount Enrollment by County
Fall 1979


PERCENT
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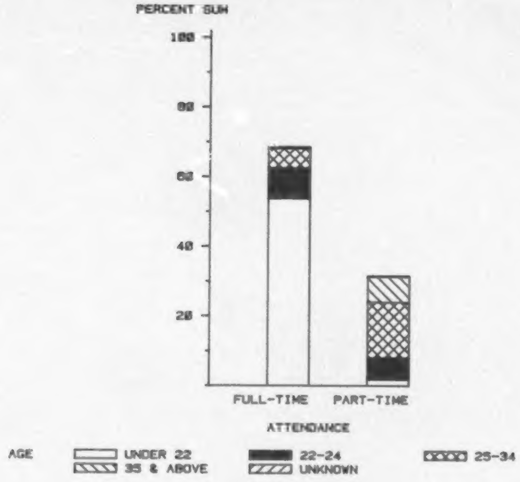
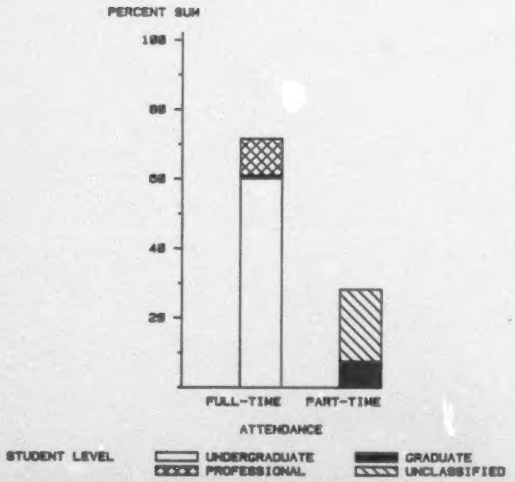
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

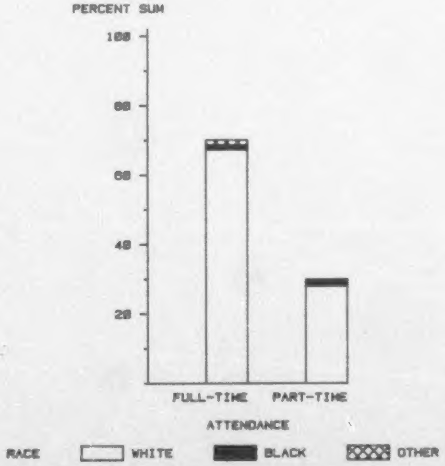
Enrollment by Age
Fall 1979



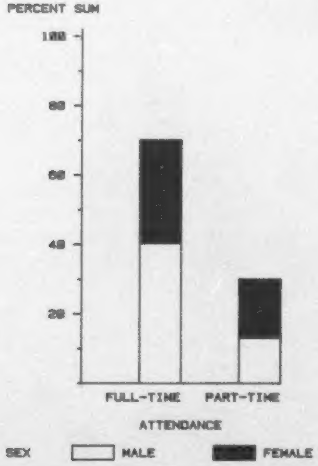
Enrollment by Student Level
Fall 1980



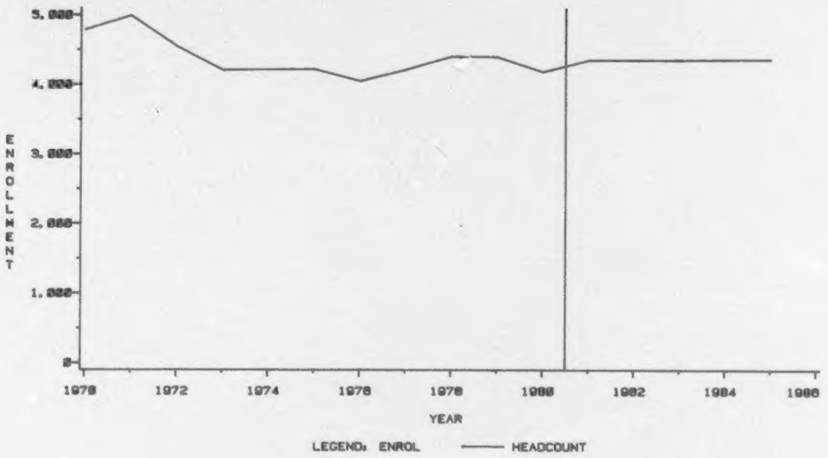
Enrollment by Race
Fall 1980



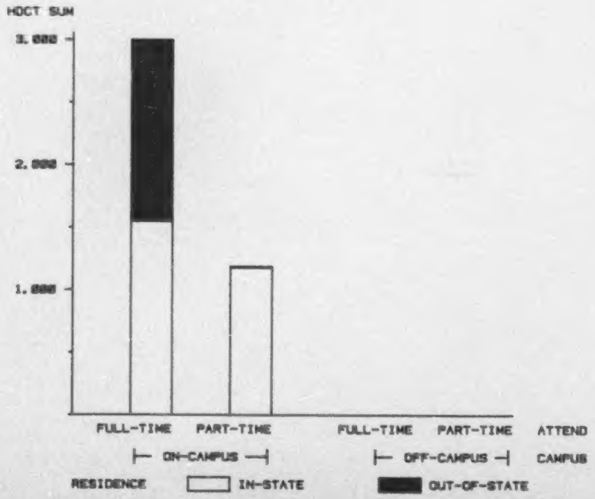
Enrollment by Sex
Fall 1980



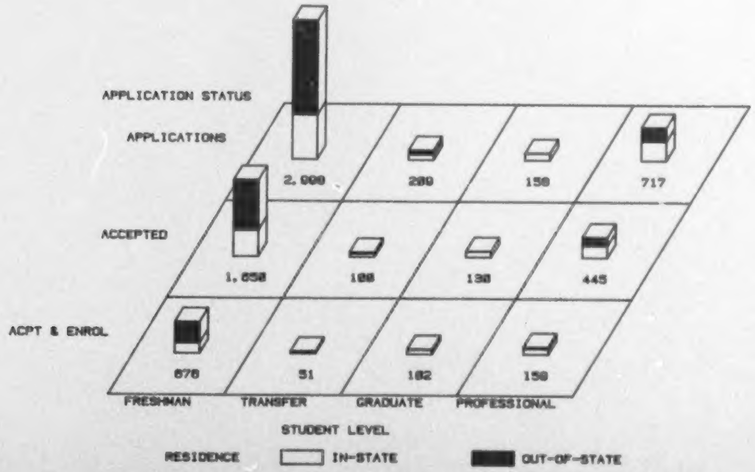
Actual and Projected Enrollment
1970 to 1986



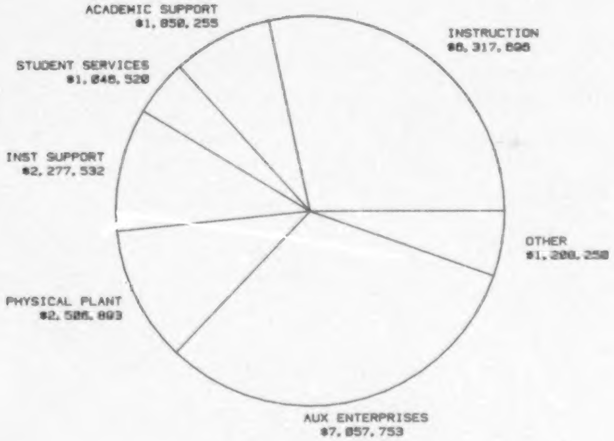
Total Headcount Enrollment
Fall 1980



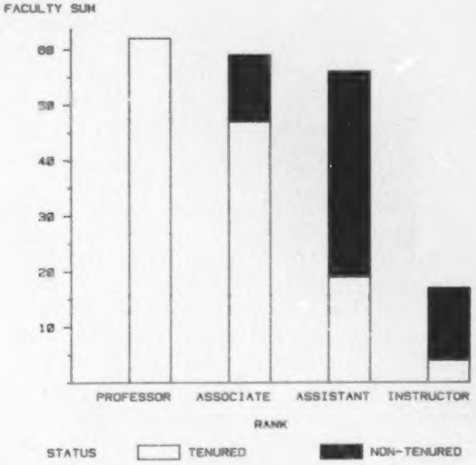
Admission Applications by Level
Fall 1980



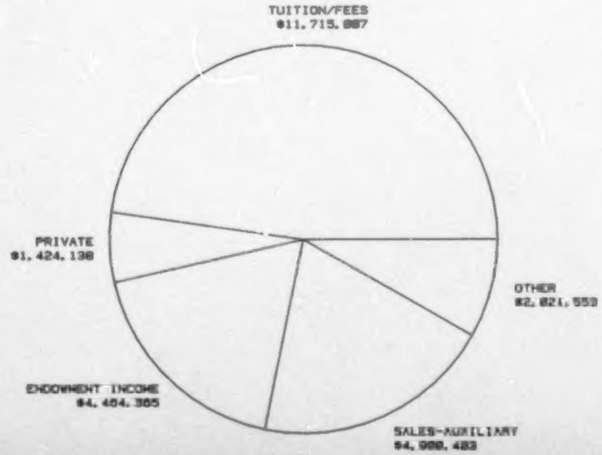
Funds Expenditures
Fiscal Year 1979-80



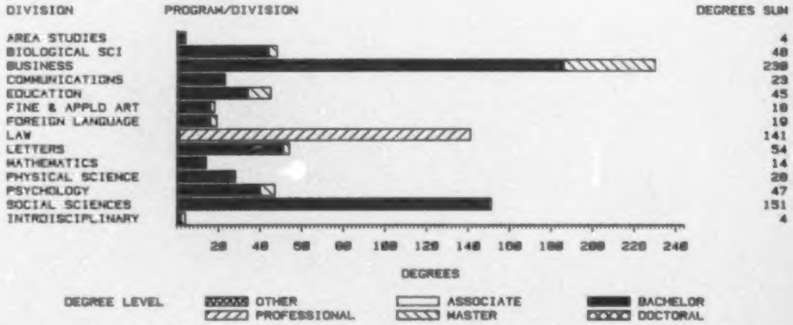
Tenure of Full-Time Instructional Faculty
Academic Year 1980-81



Sources of Funds Revenue
Fiscal Year 1979-80



Degrees Conferred
Academic Year 1980-81



Virginia Intermont College

Bristol

Virginia Intermont is a private, residential, undergraduate college. It has traditionally been a college for women, but men have been admitted since 1972. The College offers four-year programs leading to the Bachelor of Arts degree and two-year programs leading to the Associate in Arts degree.

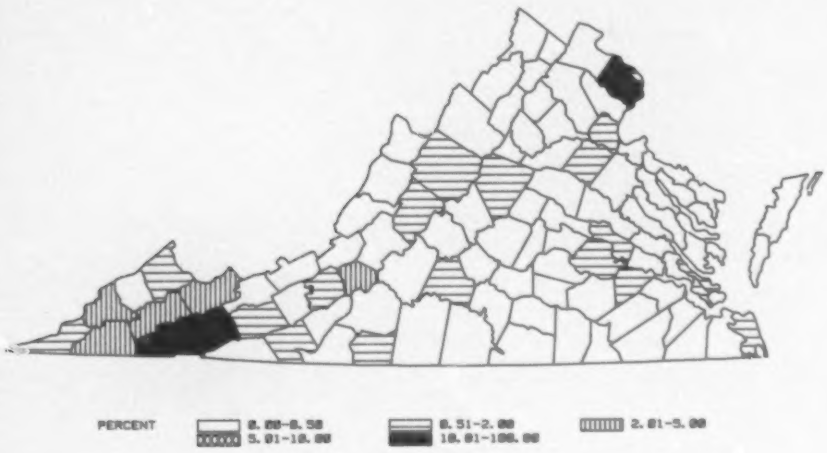
Founded in 1884 as the Southwest Virginia Institute, the College became identified with the new junior college movement in 1910 and was the first two-year institution to be accredited by the Southern Association of Colleges and Schools. Four-year programs leading to the B.A. degree were initiated in 1970.

The primary function of the College is teaching-learning. Research and publication are encouraged, but not at the expense of teaching. Several community service functions are associated with the academic program.

Bachelor of Arts programs are offered in Art, Art Education, Ballet, Biology, Church Music, Communications, Early Childhood Education, Elementary Education, English, General Science, General Studies, Health, Health Education, Horsemanship, Management, Merchandising, Music, Music Education, Office Administration, Photography, Physical Education, Psychology-Sociology, Recreation, and Social Work. The teacher preparation programs have been granted "approved program" status by the State Department of Education. The social work program is accredited by the Council on Social Work Education.

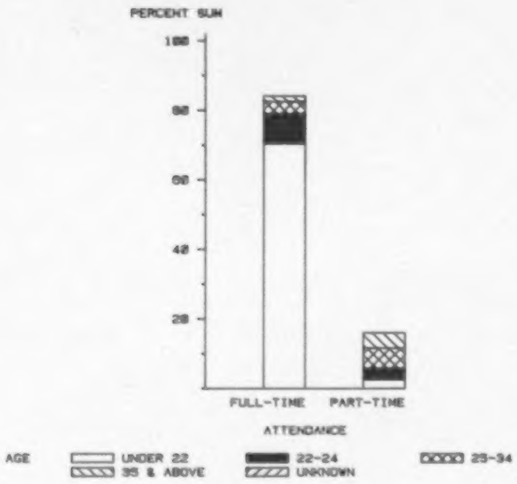
Although Virginia Intermont enrolls students each year from approximately 35 states, its primary service area is Virginia and the Eastern Seaboard. Increasing numbers of students from the areas around Bristol, Tennessee-Virginia, are being served.

The College is affiliated with the Baptist General Association of Virginia, but approximately 20 denominations are represented in the student body of about 650.

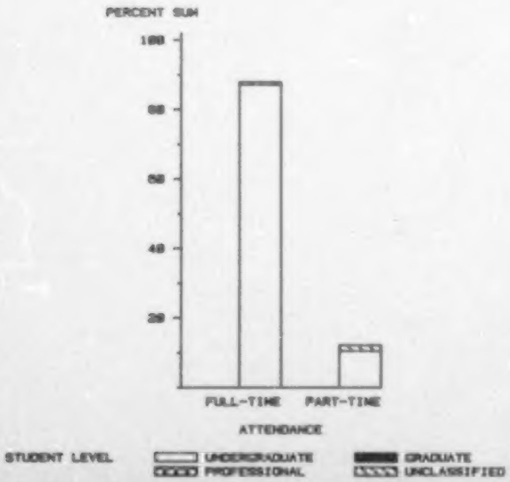


Percent of Headcount Enrollment by County
Fall 1979

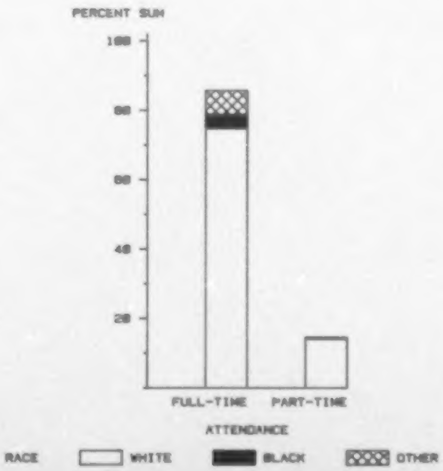
PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00



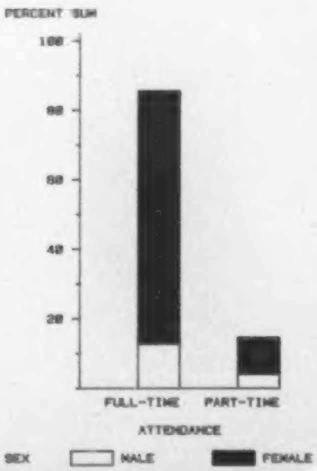
Enrollment by Age
Fall 1979



Enrollment by Student Level
Fall 1980

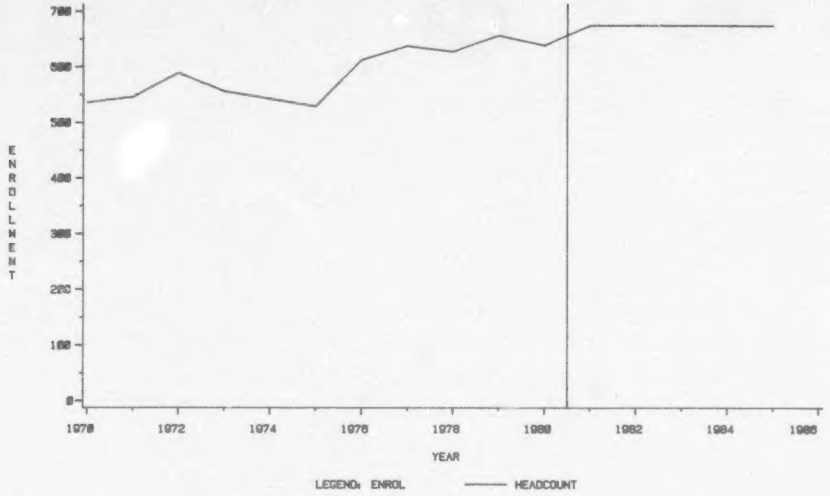


Enrollment by Race
Fall 1980

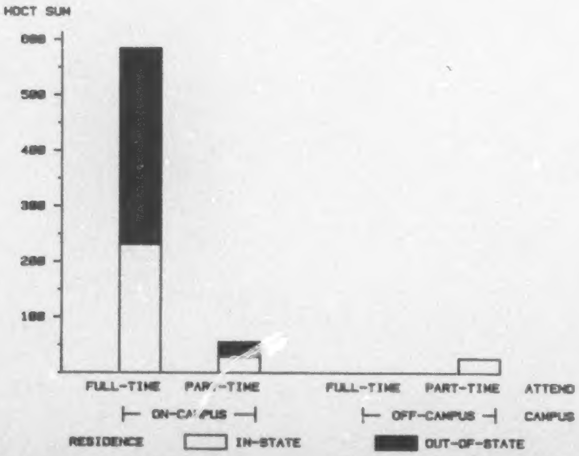


Enrollment by Sex
Fall 1980

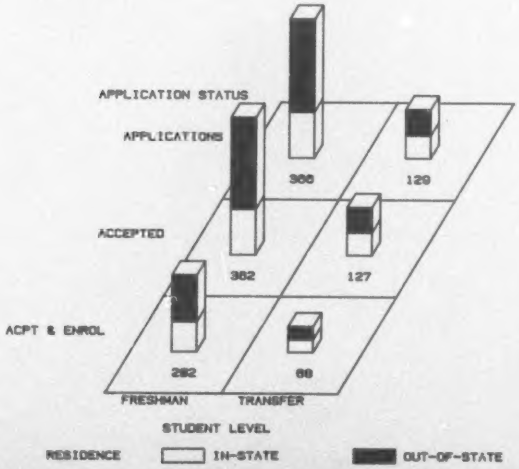
Actual and Projected Enrollment
1970 to 1986



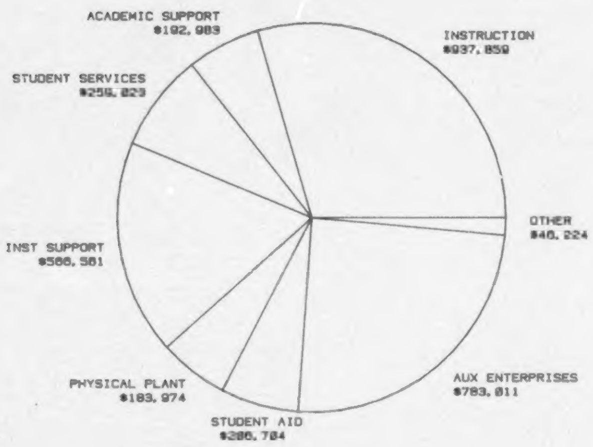
Total Headcount Enrollment
Fall 1980



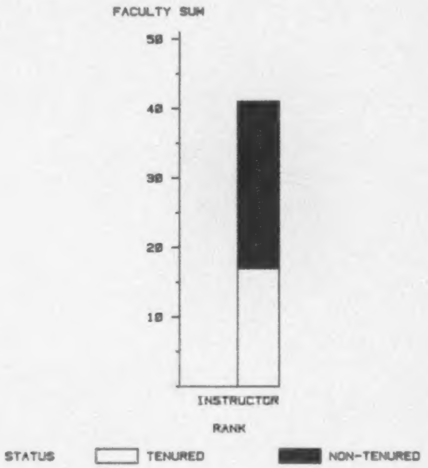
Admission Applications by Level
Fall 1980



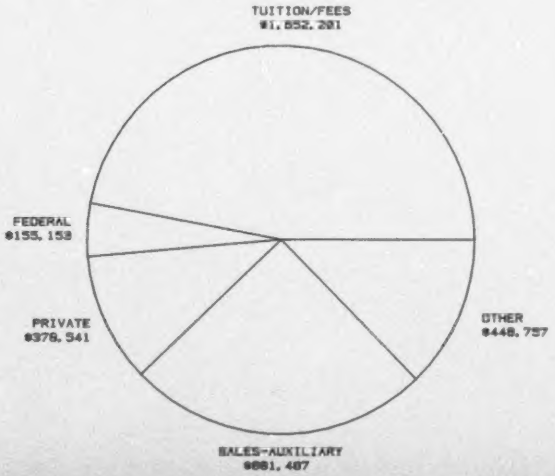
Funds Expenditures
Fiscal Year 1979-80



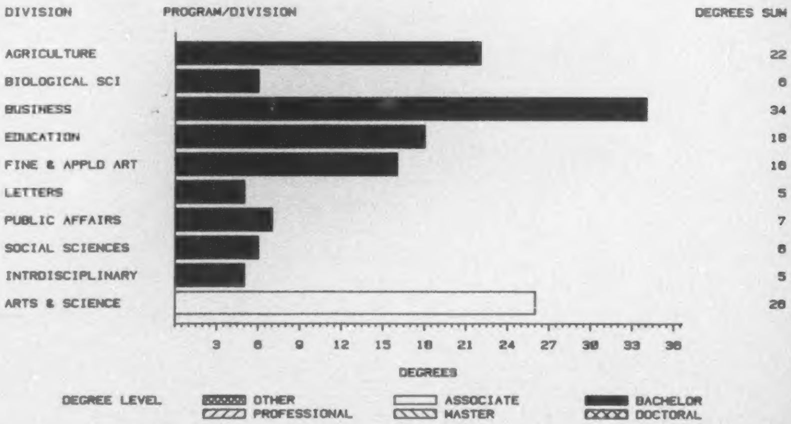
Tenure of Full-Time Instructional Faculty
Academic Year 1980-81



Sources of Funds Revenue
Fiscal Year 1979-80



Degrees Conferred
Academic Year 1980-81



Virginia Union University

Richmond

Virginia Union was founded in 1865 to provide quality education for the newly freed men. The University proper resulted from the merger in 1899 of Wayland Seminary, National Theological Institute, and Richmond Technological Institute. Later, the assets of Hartshorn Memorial College and Storer College were merged with Virginia Union. Today, as a coeducational, private, liberal arts and sciences college, it offers students of every race and economic group the opportunity to acquire the knowledge and skills to be successful in life.

Virginia Union University is composed of four schools: the School of Education, the Sydney Lewis School of Business Administration, the School of Arts and Sciences (in a College of Liberal Arts and Sciences, which confers the Bachelor of Arts and Bachelor of Science degree), and the School of Theology, which confers the Master of Divinity degree. The School of Theology cooperates with Union Theological Seminary and the Presbyterian School of Christian Education in the Richmond Theological Center.

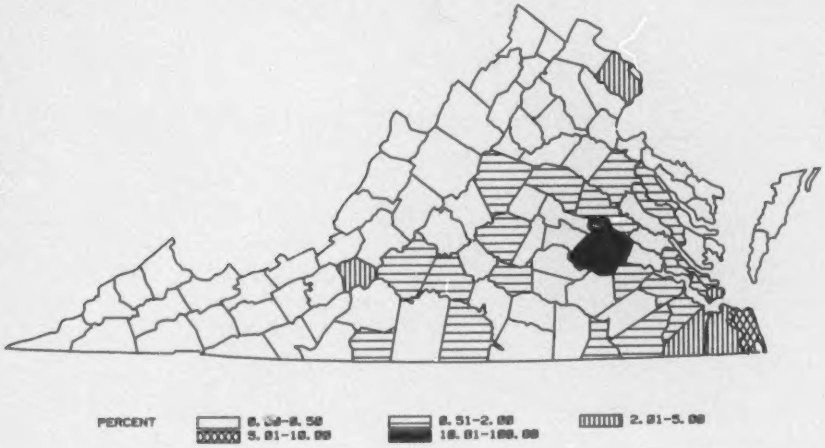
The University places more emphasis on teaching than on research, and the academic program is geared to meet the needs and interests of the individual student. The University's educational program is broad enough to inspire a range of interests, yet specialized enough to prepare students for advanced study or immediate entry into their chosen fields. Twenty-one major fields of concentration are distributed through three schools within the undergraduate college. The Graduate School of Theology offers over 51 courses of study, as well as those offered through the Richmond Theological Center curriculum.

The student body is composed of men and women from more than 25 states and several foreign countries. The University participates in an exchange program with Concordia College. Special programs in humanities, international relations, and urban studies are also available.

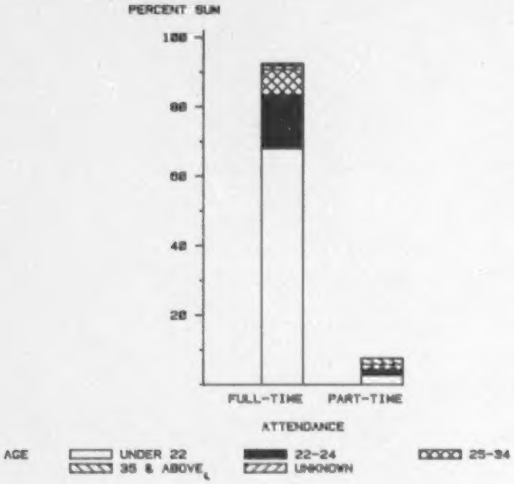
As an historically black university in an urban setting, the University is committed to providing students and the community with knowledge and understanding that will enable men and women to rise above the human barriers that exist between races, cultures, and nationalities. To this end, Virginia Union is broadening the scope of its academic programs to encompass the dynamics of living in an urban environment. The University, from its origin has admitted students without regard to race or creed.

To serve the community outside the campus, the University is expanding continuing education programs, developing its potential as a community resource center by enlarging the library collection of black history and literature, and working with numerous civic groups and organizations to study and solve societal problems.

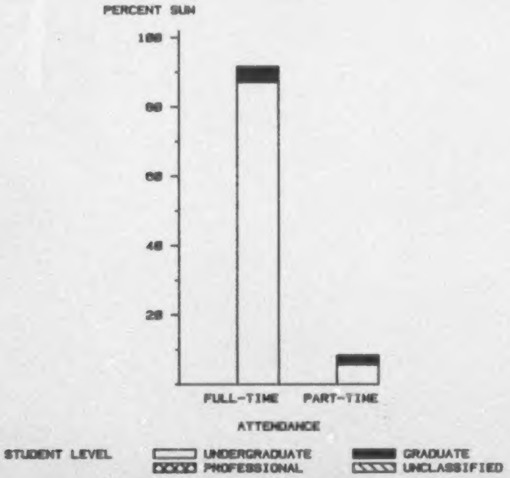
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
▭ 0.00-0.50
▤ 0.51-2.00
▥ 2.01-5.00
▦ 5.01-10.00
■ 10.01-100.00

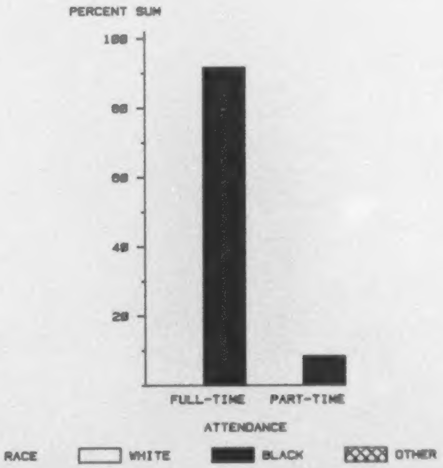
Enrollment by Age
Fall 1979



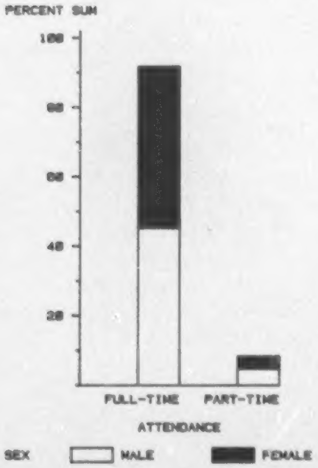
Enrollment by Student Level
Fall 1980



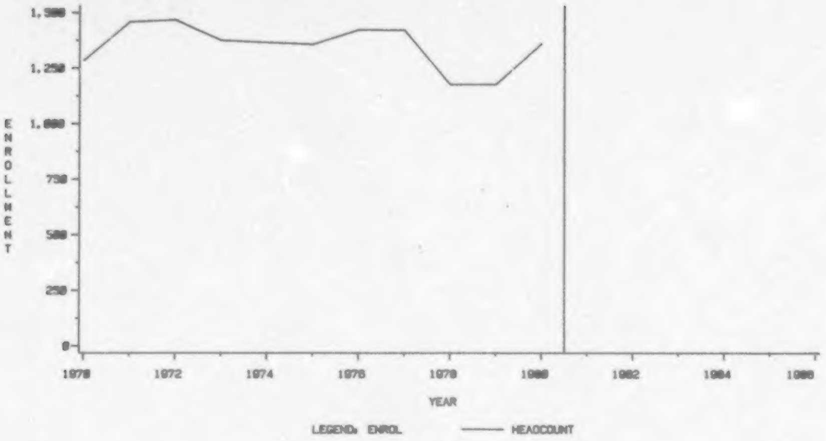
Enrollment by Race
Fall 1980



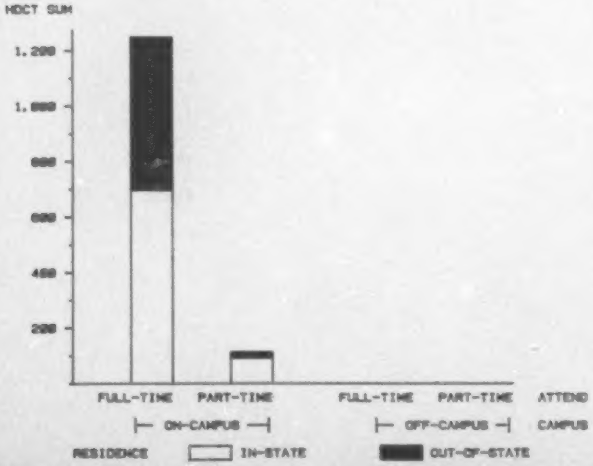
Enrollment by Sex
Fall 1980



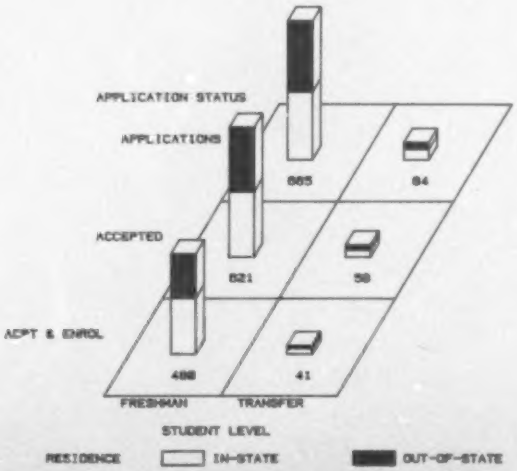
Actual and Projected Enrollment
1970 to 1986



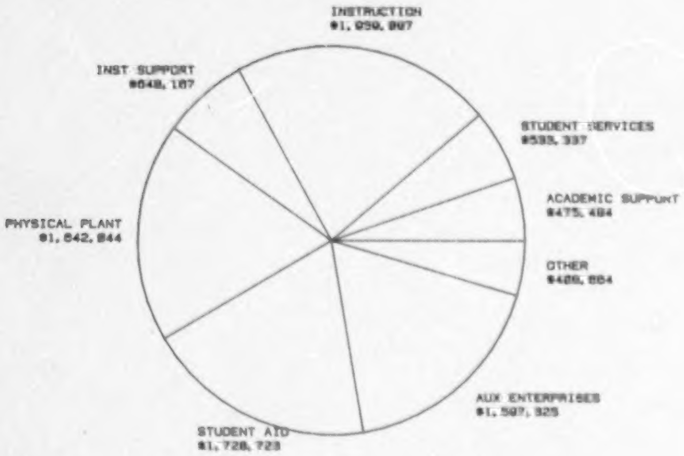
Total Headcount Enrollment
Fall 1980



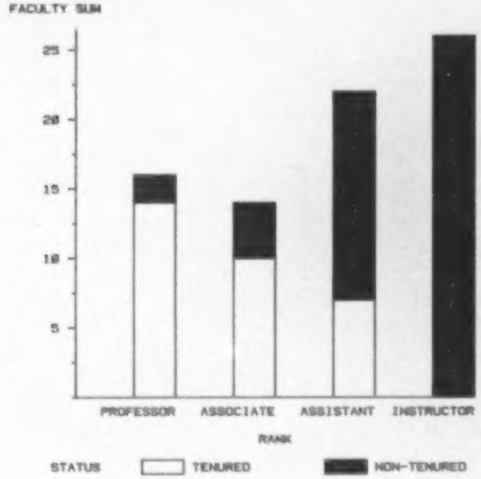
Admission Applications by Level
Fall 1980



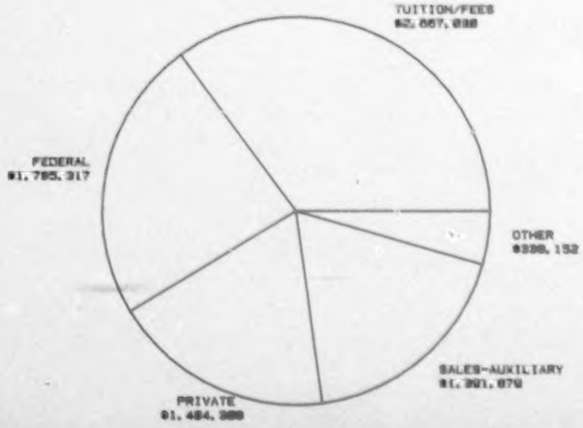
Funds Expenditures
Fiscal Year 1979–80



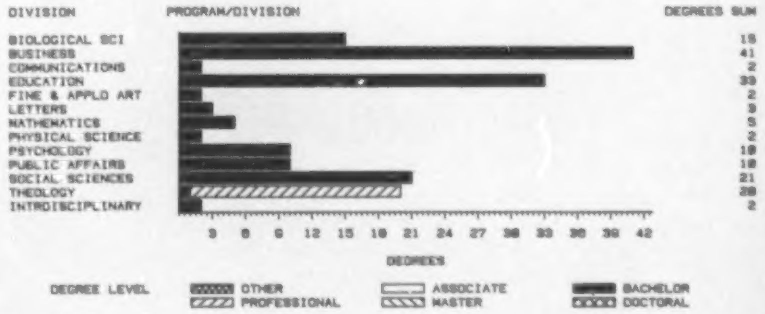
Tenure of Full-Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



Virginia Wesleyan College

Norfolk

Virginia Wesleyan is a four-year, fully accredited, residential, coeducational institution. It offers a liberal arts curriculum and grants the Bachelor of Arts degree. Chartered in 1961 and opened in 1966, Virginia Wesleyan College is by nature and design a church-related liberal arts college. It was founded by the United Methodist Church, which contributes to its support. The village concept within the overall architectural plan of the campus supports an institutional commitment to student-faculty dialogue.

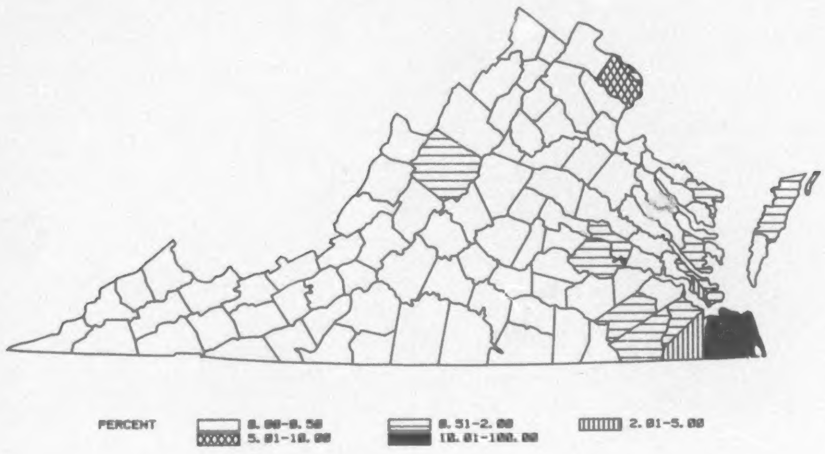
Considerable emphasis is placed upon individualization of education through close student-faculty relationships, possibilities for independent study, and the opportunity for students and their advisors to create individualized programs of study. The College has a commitment to serve the needs of adults as well as traditionally aged students. In the midst of a growing urban area, the College uses its geographic location in order to involve students in the major issues of urban life.

Faculty members are encouraged to maintain a continuing interest in research and study, and independent programs of study provide students with the opportunity for individual research.

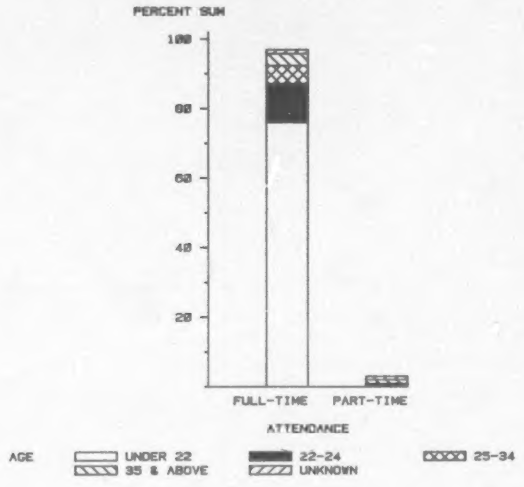
The academic program of the College is represented by three divisions: Humanities, Social Sciences, and Natural Sciences and Mathematics. Students may select a divisional major in one of these broad areas or a departmental major in one of the following specific disciplines: art, art education, biology, chemistry, education (elementary or secondary), English, French, history, mathematics, modern foreign languages (French and Spanish), philosophy, recreation/leisure and physical education services, political science, psychology, religion, sociology, and theatre/communications. Interdivisional majors are offered in the following areas: American studies, communications studies, environmental studies, human services, international studies, and management/business/economics. Successful completion of any of these programs leads to the Bachelor of Arts degree. Special advisors are available to students interested in pre-law, pre-medicine, and pre-theology.

The College believes that educational institutions must remain relevant to the changing needs of students. Consequently, there is an institutional emphasis upon constant re-examination and experimentation. All students live in college residences unless they elect to live at home or with relatives. The ratio of men to women is approximately 49/51. According to future plans, the College expects to grow to a maximum enrollment of 1,200 students.

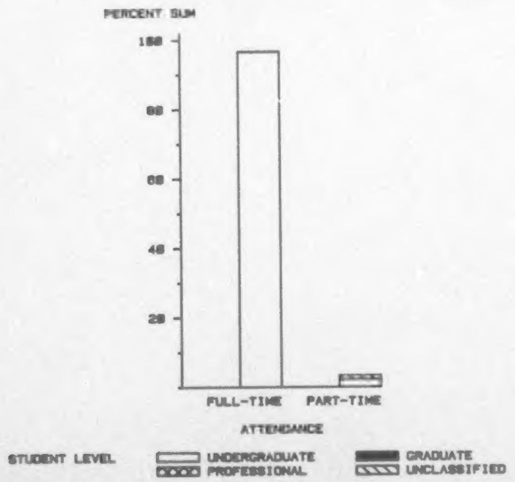
Percent of Headcount Enrollment by County
Fall 1979


PERCENT
0.00-0.50
0.51-2.00
2.01-5.00
5.01-10.00
10.01-100.00

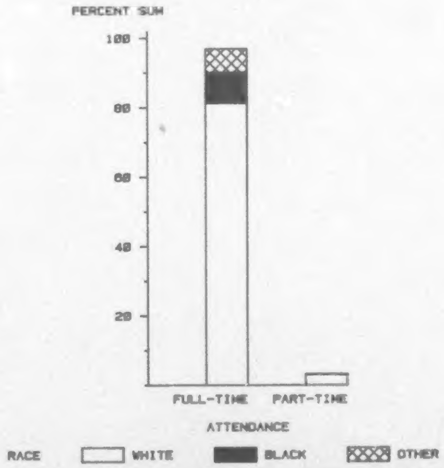
Enrollment by Age
Fall 1979



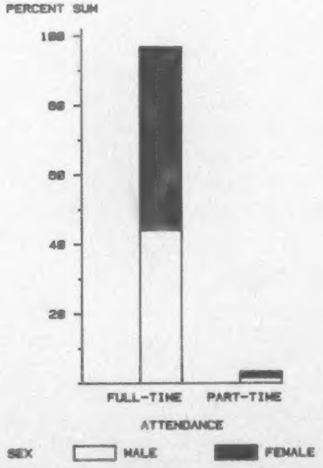
Enrollment by Student Level
Fall 1980



Enrollment by Race
Fall 1980

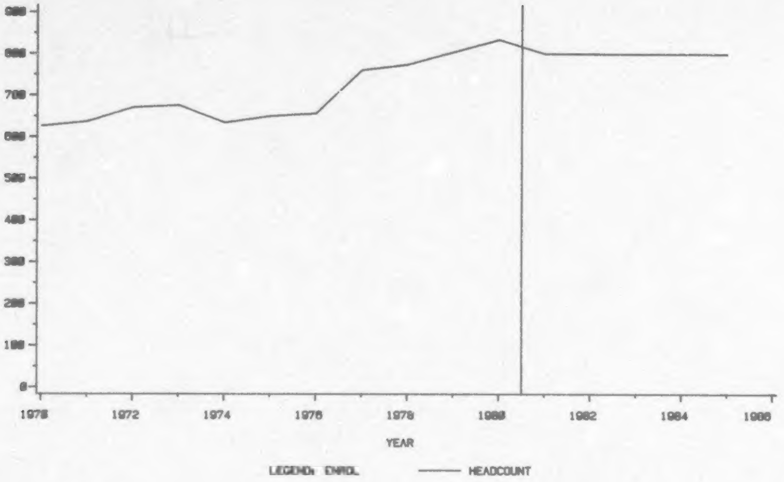


Enrollment by Sex
Fall 1980



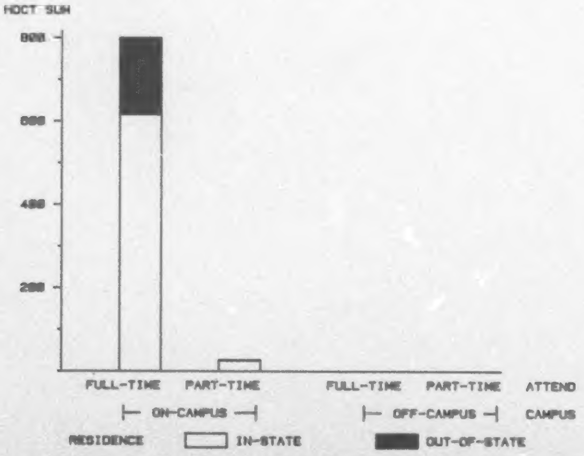
Actual and Projected Enrollment

1970 to 1986



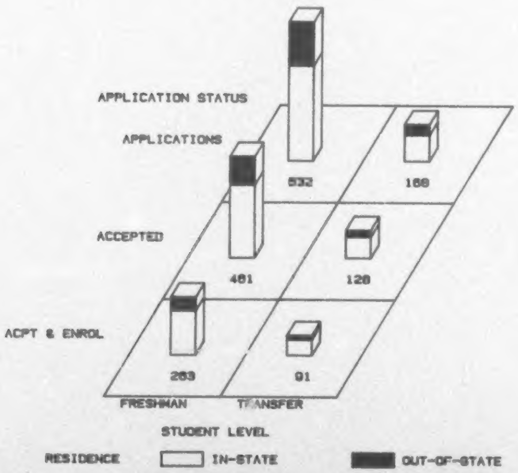
Total Headcount Enrollment

Fall 1980

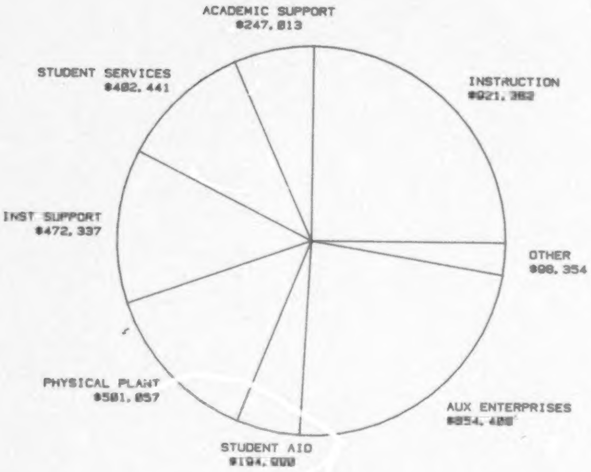


Admission Applications by Level

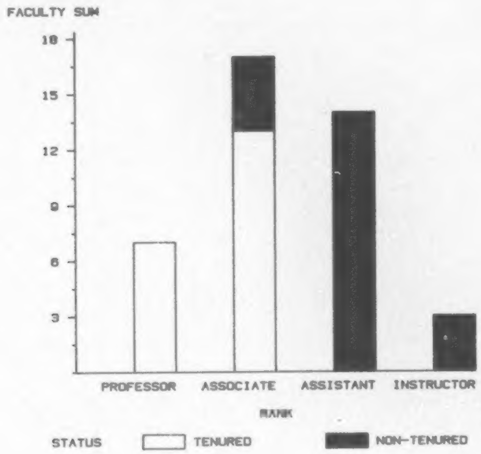
Fall 1980



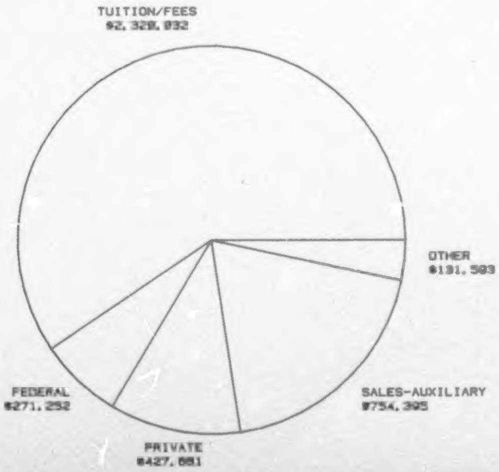
Funds Expenditures
Fiscal Year 1979–80



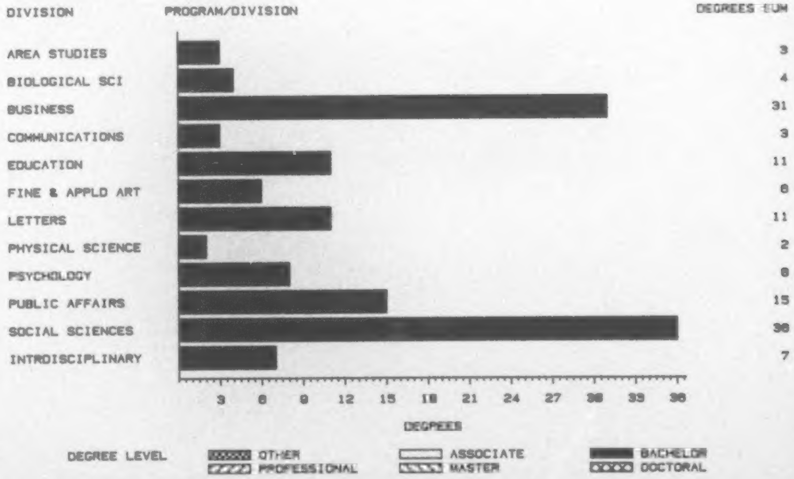
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



Washington and Lee University

Lexington

In 1749, Scotch-Irish pioneers founded a small classical school near what is now the city of Lexington. In 1776 the institution was named Liberty Hall, and in 1782 it was chartered by the Virginia Legislature as Liberty Hall Academy. In gratitude for financial support received from George Washington, its trustees changed the name to Washington Academy in 1798 and to Washington College in 1813. Robert E. Lee served as president from 1865 until his death in 1870, whereupon the institution became Washington and Lee University.

Washington and Lee University is relatively small (1,634 students in 1980) and privately endowed. It offers undergraduate education in the liberal arts and sciences, and, since 1870, professional education in law. The University confers Bachelor of Arts, Bachelor of Science, and Juris Doctor degrees.

Washington and Lee University is involved in instruction, research, and public service activities. In its undergraduate divisions—the College and the School of Commerce, Economics, and Politics—some 80 percent of its effort is in instruction, 10 percent in research, and 10 percent in public service. There is no plan to modify this balance.

In the School of Law, the ratios for instruction, research, and public service are approximately 75, 10, and 15 percent respectively. The Frances Lewis Law Center, an integral part of the School of Law, began its operations in 1978, stimulating and supporting research in law reform.

At the undergraduate level, Washington and Lee offers courses and majors in 34 academic discipline areas. In addition to majors in the traditional arts and sciences, majors are also offered in business administration, journalism and communications, and a variety of interdisciplinary studies. Courses, but no majors, are offered in area studies, computer and information sciences, education, and engineering. The University has cooperative programs with several engineering schools through which students acquire a Bachelor of Arts or Bachelor of Science degree at Washington and Lee and, later, an engineering degree at the cooperating institution. There is no plan for expansion to graduate programs in law or any of the other programs.

During the next ten-year period, the University expects to increase its emphasis and support in the areas of fine arts, journalism and communications, education, computer and information sciences, and interdisciplinary studies.

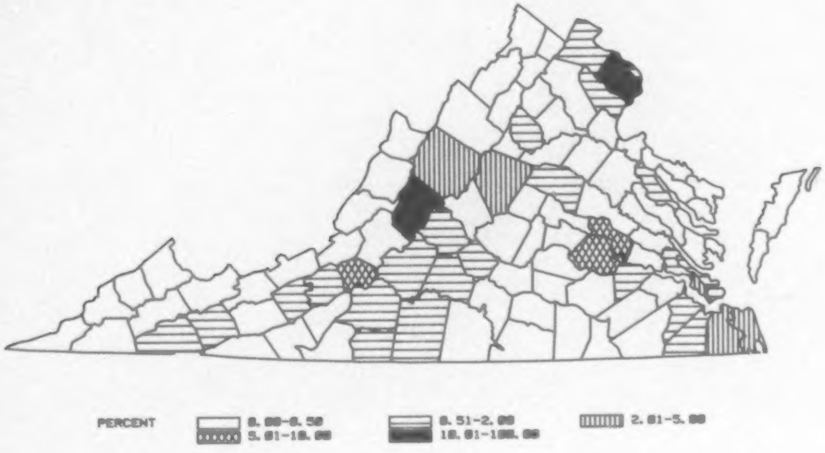
The University considers itself a national institution and attracts students in significant numbers from throughout the nation. However, because of the number of Virginians enrolled (29 percent in 1980) and its many close associations within the State, it looks upon Virginia as its primary area of service.

Washington and Lee enrolls only men at the undergraduate level, but men and women are admitted to the Law School. Virtually all students are full-time and the atmosphere is residential, although a majority of the students live in private accommodations in the community.

By the end of 1981 the University expects to complete a $62 million comprehensive development program toward which $59 million has already been committed. To date, the program has added $17.5 million to the endowment and supported construction of a new gymnasium, a new law school building, a new undergraduate library, and a new home for the School of Commerce, Economics,and Politics, as well as extensive general campus improvements and renovations.

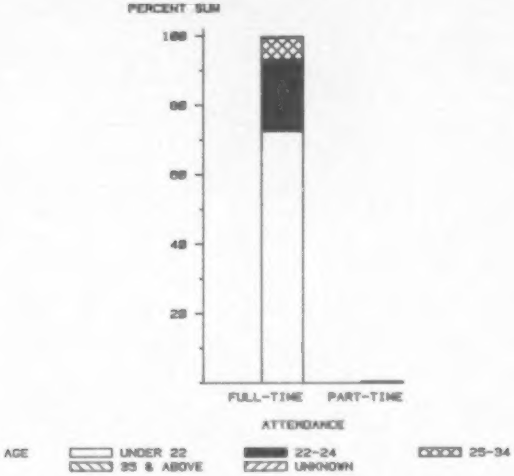
Percent of Headcount Enrollment by County

Fall 1979


PERCENT
0.00-0.50
5.01-10.00
0.51-2.00
10.01-100.00
2.01-5.00

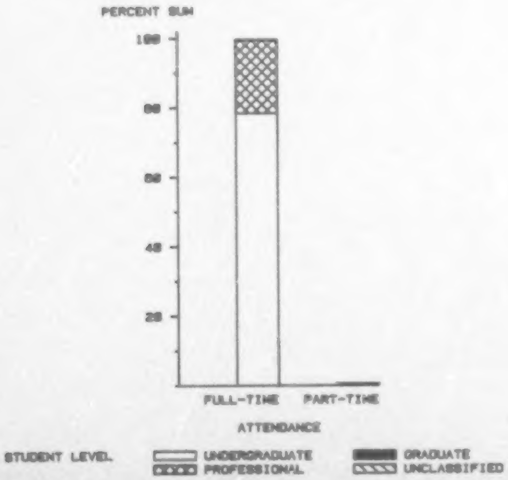
Enrollment by Age

Fall 1979



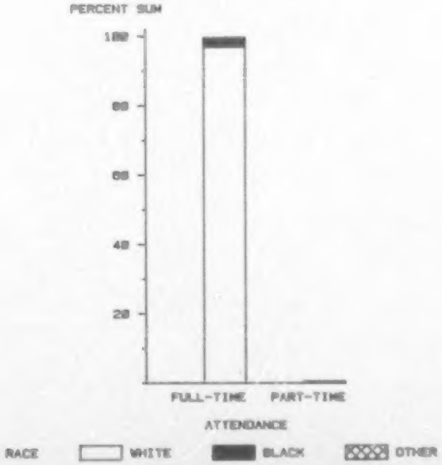
Enrollment by Student Level

Fall 1980



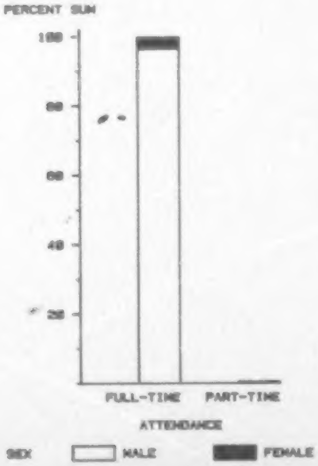
Enrollment by Race

Fall 1980

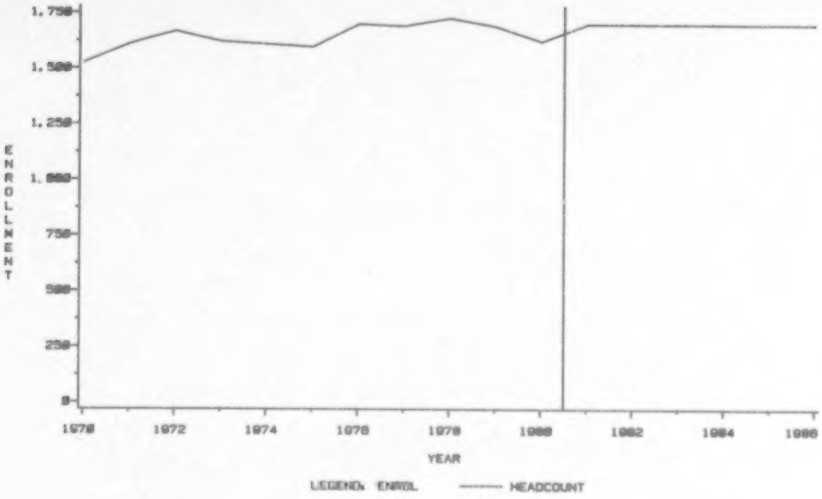


Enrollment by Sex

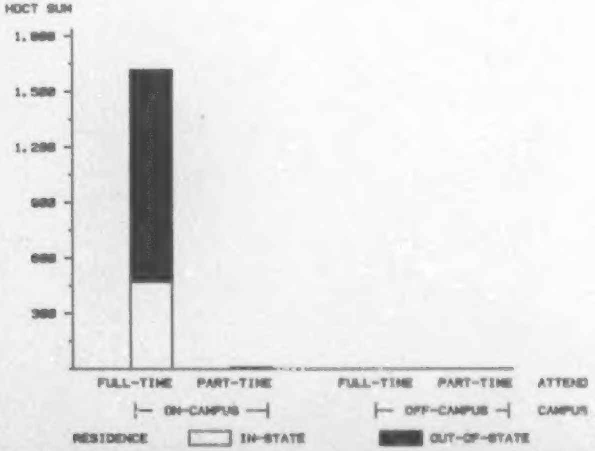
Fall 1980



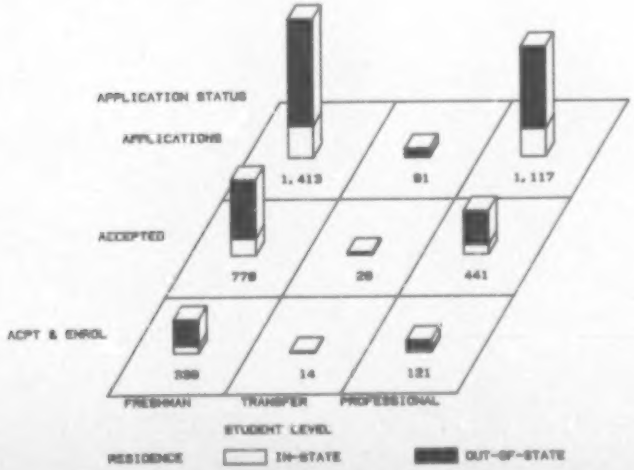
Actual and Projected Enrollment
1970 to 1986



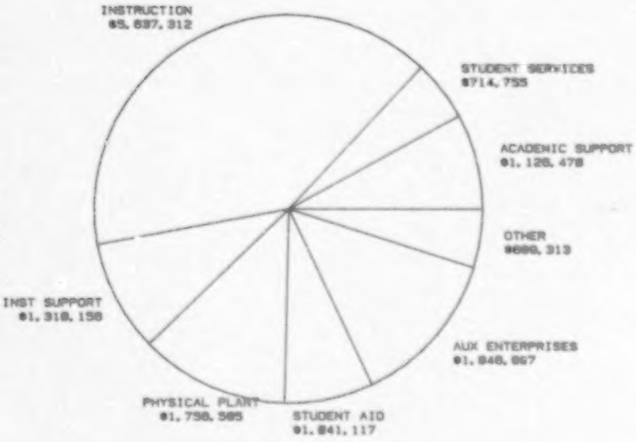
Total Headcount Enrollment
Fall 1980



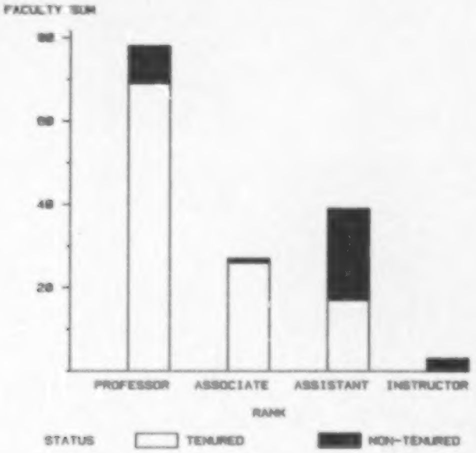
Admission Applications by Level
Fall 1980



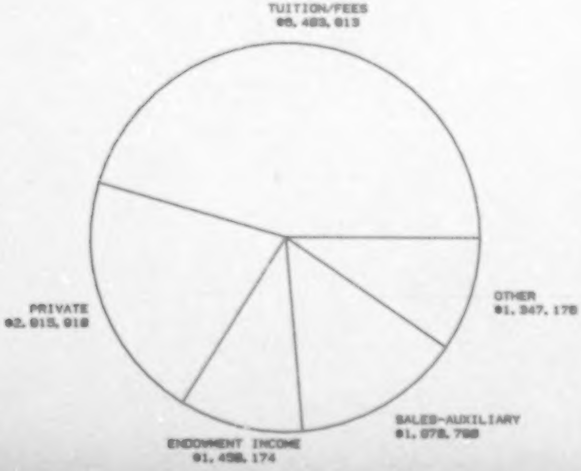
Funds Expenditures
Fiscal Year 1979–80



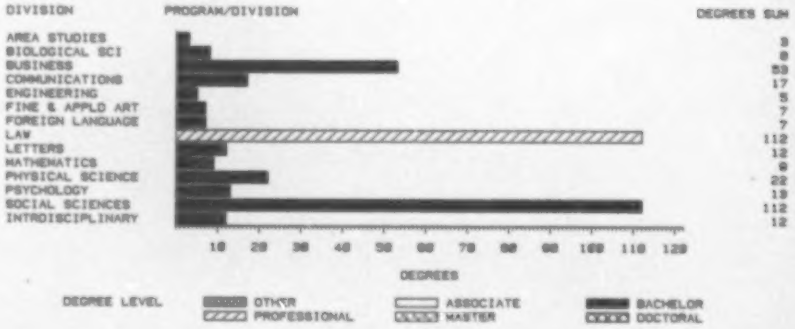
Tenure of Full–Time Instructional Faculty
Academic Year 1980–81



Sources of Funds Revenue
Fiscal Year 1979–80



Degrees Conferred
Academic Year 1980–81



Data Sources

Listed below are the sources of data for the charts included in this report. If a chart is missing, data for the report was not complete or not submitted in time for inclusion in this document.

Percent of Headcount Enrollment by County: County or City of Residence of Students Enrolled in Virginia Institutions, Fall, 1979 (SCHEV R-1)

Enrollment by Age: Summary Headcount Enrollment by Age, Fall, 1979 (SCHEV B-5)

Enrollment by Student Level: Fall Enrollment and Compliance Report, Fall, 1980 (NCES-2300-2.3)

Enrollment by Race: Fall Enrollment and Compliance Report, Fall, 1980 (NCES-2300-2.3)

Enrollment by Sex: Fall Enrollment and Compliance Report, Fall, 1980 (NCES-2300-2.3)

Actual and Projected Enrollment: Student Enrollment, 1982-84 Biennium (DPB 2-B) and Projected Student Enrollment, 1979-80 to 1986-87 (SCHEV L-1/L-2)

Total Headcount Enrollment: Summary Off-Campus Headcount Enrollment, Fall, 1980 (SCHEV B-2) and Summary On-Campus Headcount Enrollment, Fall, 1980 (SCHEV B-3)

Admission Applications by Level: Total Applications Fall Undergraduate and Graduate Admissions, 1980 (SCHEV B-8)

Funds Expenditures: Financial Statistics for Fiscal Year Ending 1980 (NCES-2300-4)

Sources of Funds Revenue: Financial Statistics for Fiscal Year Ending 1980 (NCES-2300-4)

Tenure of Full-Time Instructional Faculty: Salaries and Tenure of Full-Time Instructional Faculty, Academic Year, 1980-81 (NCES-2300-3)

Degrees Conferred: Degrees and Other Formal Awards Conferred Between July 1, 1980 and June 30, 1981 (NCES-2300-2.1)

Student Full-Time Equivalent Enrollment: Student Data Module Annual Reports 1980-81

Student Credit Hours by Discipline/Division: Student Data Module Annual Reports 1980-81

Direct Cost per Credit Hour: Virginia Information Exchange Procedures, Data Management Module 1979-80 and 1980-81

Research Expenditures by Funding Source: Research Expenditures at Virginia's Public Institutions, Fall, 1981

Research Expenditures by Discipline/Division: Research Expenditures at Virginia's Public Institutions, Fall, 1981

Non-credit Registrants: Community Education Offerings 1979-80 (SCHEV Q-1)

Approved Degree Programs: SCHEV Inventory of Approved Degree Programs 1981-82

Programs Approved for Initiation: SCHEV Inventory of Approved Degree Programs 1982-84